

H5MH 04 (SCDCCLD0339) — Promote the Care, Learning and Development of Children with Additional Support Needs in Early Education Settings

Overview

This standard identifies the requirements required when promoting the care, learning and development of children with additional support needs in early education settings. It requires you to advise and support colleagues in settings where children with additional support needs attend. This includes liaising with children, their families and colleagues to collect appropriate information about individual children with additional support needs. You are also required to review education plans and to collate and update information about children with additional support needs, in partnership with their families.

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.

Abilities. This is what the baby, child or young person is able to achieve or accomplish. This may or may not be in line with developmental norms for babies, children or young people of the same or a similar age.

Behavioural difficulties are persistent difficulties not dealt with through the setting's usual behaviour management techniques.

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

Colleagues. Other people who work with you in your provision: they can be working at the same level, line managers, volunteers, casual workers, paid or unpaid.

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.

The **level of development and understanding** covers the physical, social, emotional and intellectual development developmental level of children and young people.

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.

Quality systems/criteria. Formal schemes for quality of provision, based on best practice (in addition to minimum standards).

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 interventions are additional to what is normally provided as part of the setting's usual curriculum

Differentiated curriculum is a curriculum that is responsive to the learner's needs, ie not presenting the same curriculum to everyone.

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.

Graduated approach is a step-by-step approach trying and evaluating new strategies and following the requirements of codes of practice or legal requirements within your home country.

Realistic developmental and learning goals are those that are realistic for the child to achieve and still provide a challenge.

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 37 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.

Liaise with parents and other professionals regarding children with additional support needs

	Performance Criteria	Evidence Number where this criteria has been met
1	Understand the scope and purpose of your role.	
2	Understand the legislation, regulation and codes of practice for early education settings in your home country.	
3	Work with the child, families and others to identify the child's additional support needs.	
4	Work with the child, families and others to help you understand the child's personal support needs and plan how to address them.	
5	Understand the support systems that will enable you to work effectively with children , families and colleagues .	
6	Work with external support agencies in order to assess and respond to the individual needs of children.	
7	In partnership with families, liaise with other professional colleagues who are involved in the care, learning and development of the children you work with.	
8	Encourage the child to communicate their views and preferences, taking account of their age, abilities, level of development and understanding .	

Liaise with parents and other professionals regarding children with additional support needs (cont)

	Performance Criteria	Evidence Number where this criteria has been met
9	Listen to children and find ways to give them a voice in their own care, learning and development.	
10	Demonstrate a non-judgemental attitude that values diversity and the ethnicity and culture of the families you work with.	
11	Establish a positive relationship with the children with additional support needs you are working with.	
12	Establish a positive relationship with the families of the children with additional support needs you are working with.	

Advise and support colleagues in the setting

13	Work with colleagues who have concerns about the progress of individual children, in ways that offer support and advice.	
14	Work with colleagues in accessing information and advice from external support agencies which relates to children with additional support needs.	
15	Work with colleagues who are providing additional interventions or a differentiated curriculum.	
16	Model good practice by hands-on work with children and families in the setting.	
17	Support colleagues working with children who have emotional or behavioural difficulties.	
18	Take sensitive and appropriate action when colleagues request additional help when they are working with children who have emotional or behavioural difficulties .	
19	Support colleagues who are working with children with communication difficulties.	

Advise and support colleagues in the setting (cont)

	Performance Criteria	Evidence Number where this criteria has been met
20	Advise colleagues on continuous professional developmental and on-going training opportunities relating to children with additional support needs.	
21	Support colleagues who are undertaking continuous professional and training opportunities.	

Ensure that individual education plans for children are in place and are regularly reviewed

22	Work with children, parents and colleagues when developing individual plans for children.	
23	Develop individual education plans, according to local and national requirements.	
24	Review individual education plans at regular intervals, in consultation with children and parents.	
25	Support colleagues to help children reach their full potential, based on a realistic appraisal of their abilities .	
26	Identify with others what additional expertise is required to meet the child's current and future care, learning and developmental needs.	
27	Identify with others how additional help and support can be accessed and who should be responsible for this.	
28	Ensure the child and family understand why changes are made to individual plans and who will make the changes.	
29	Work with children and families in the review process in ways that respect their views, wishes and preferences.	

Collect, record and update relevant background information about children with special educational needs

	Performance Criteria	Evidence Number where this criteria has been met
30	Encourage children and families to share relevant background information relating to the children's care, learning and development.	
31	Work with external agencies in the collection and sharing of relevant information relating to the additional support needs of individual children.	
32	Ensure records are kept according to the procedures of the setting.	
33	Ensure the confidentiality and data protection requirements of the setting are adhered to.	
34	Ensure children's records are regularly updated according to the policies and procedures of the setting.	
35	Record information according to the agreed setting format and procedures.	
36	Ensure you keep records that are clear, factual and objective, in order to inform children, families and external agencies.	
37	Implement a quality system to assess the quality of the provision you provide.	

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 52 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	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

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

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
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 factors that may affect the health, wellbeing and development 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

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

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
38	The transitions that children and young people may go through.	
39	Legislation, regulation and codes of practice for special educational needs in early education settings in your home country (additional support needs).	
40	Policies and procedures of your setting or service in respect of special educational needs (children with additional support needs).	
41	Relevant legal requirements and procedures covering confidentiality and the disclosure of information.	
42	Realistic developmental and learning goals for children with special educational needs (additional support needs).	
43	Resources that may be useful when dealing with children who have communication difficulties.	
44	Strategies and resources that may be useful when dealing with children who have social, emotional or behavioural difficulties.	
45	The curriculum offered in your early education setting and strategies you might use to ensure appropriate differentiation and additional interventions .	
46	Appropriate specialist aids and adaptations that are available to support children, parents and colleagues and the circumstances in which they may be used.	
47	How to implement a graduated approach to meet children's need and the actions to take if initial interventions are not successful.	

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
48	How to support parents of children with special educational needs, (additional support needs) using sensitive and non-judgemental approaches.	
49	The importance of consultation with parents as partners in the care and education of their children and with the children themselves, according to their age, needs and abilities.	
50	How to adapt practice and support colleagues to adapt theirs and meet the special educational needs (additional support needs) of children in the setting.	
51	How to keep records that are clear, factual and objective in order to inform children, parents and external agencies.	
52	Awareness of, and ability to use specialist terminology in the interest of the children with whom you work, whilst ensuring that use of such terminology does not act as a barrier to communication.	

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	