

H5N0 04 (SCDHSC0316) — Work With Children and Young People With Additional Requirements To Address Their Development Needs

Overview

This standard identifies the requirements when supporting the needs of children and young people with additional requirements. This includes contributing to the assessment of children and young people's specific developmental levels and support needs, supporting the implementation of programmes and support activities to meet the needs of children and young people with additional needs and contributing to evaluating children and young people's participation in programmes and support activities.

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 or others who are able 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 individuals as active partners in their own care or support rather than passive recipients. Active participation recognises each individual's right to participate in the activities and relationships of everyday life as independently as possible.

The **child or young person** from birth to 18 years of age who requires health and care services; also to 21 where the child or young person is still eligible through legislation or policy to receive children and young people's services.

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, other non-verbal forms of communication, human and technological aids to communication.

Key people are those who are important to an individual and who can make a difference to his or her wellbeing. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.

Level of development includes the cognitive, linguistic, physical, social, emotional and intellectual level of the child or young person.

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

A **risk** takes account of the likelihood of a hazard occurring and may include the possibility of danger, damage or destruction to the environment and goods; the possibility of injury and harm to people.

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.

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.

Values

Adherence to codes of practice or conduct that may be applicable to your role, and the principles and values that underpin your work setting including the rights of children and adults. These include the rights that individuals have:

- ◆ 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 36 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.

Contribute to the assessment of children and young people’s developmental needs where they have additional requirements

	Performance Criteria	Evidence Number where this criteria has been met
1	Work with the child or young person in ways that take account of their level of development .	
2	Work with the child or young person, key people and others , to identify assessment frameworks and processes that are relevant to the specific development needs of the child or young person.	
3	Support the child or young person to understand the nature and purpose of the assessment.	
4	Support the child or young person to understand the activities they will be required to carry out for the assessment.	
5	Support the child or young person and key people to communicate their preferences, needs, views, concerns and choices about the assessment.	
6	Identify areas of potential disagreement between the child or young person and key people.	
7	Agree with the child or young person and key people how any potential disagreement will be managed.	
8	Carry out aspects of the assessment activities for which you are responsible.	
9	Support others to carry out the assessment activities for which they are responsible.	

Contribute to the assessment of children and young people’s developmental needs where they have additional requirements (cont)

	Performance Criteria	Evidence Number where this criteria has been met
10	Work in ways that promote the active participation of the child or young person and key people in the assessment process.	
11	Ensure that the expertise, experience and culture of the child or young person and key people are recognised throughout the assessment process.	
12	Support the child or young person and key people to understand the outcomes of the assessment and the implications for the child or young person.	
13	Contribute to records and reports about the assessments, in accordance with legal and work setting requirements.	

Contribute to agreeing programmes and activities to meet assessed needs

14	Contribute to agreeing outcomes that development programmes and activities will seek to achieve.	
15	Contribute to identifying resources within and outside your work setting that could help to achieve outcomes and enable the child or young person to participate in activities.	
16	Contribute to identifying resources within and outside your work setting that could help to manage any identified risks .	
17	Work with the child or young person, key people and others to evaluate the options available to achieve outcomes and provide the support they require.	
18	Support the child or young person, key people and others to express their views, wishes and preferred options about programmes and activities.	
19	Contribute to agreeing programmes and activities and how they will be implemented.	

Support the implementation of development programmes and activities

	Performance Criteria	Evidence Number where this criteria has been met
20	Carry out activities for which you are responsible to enable the child or young person to participate in development programmes and activities.	
21	Monitor any changes in the child or young person that you observe when supporting them.	
22	Take sensitive and appropriate action when you identify any changes in the child or young person as they participate in programmes and activities.	
23	Take sensitive and appropriate action when the child or young person expresses any changing preferences and needs for programmes and activities or the support they are receiving to participate in them.	
24	Take sensitive and appropriate action to address any problems that arise when implementing the agreed programmes and activities.	
25	Seek extra advice when the support required by the child or young person and key people is outside your competence.	
26	Seek additional help to address any personal and emotional needs of your own when supporting the child or young person to participate in programmes and activities.	

Contribute to evaluating development programmes and activities

	Performance Criteria	Evidence Number where this criteria has been met
27	Use your observations to analyse the impact of programmes and activities on the child or young person.	
28	Use your observations to identify positive aspects and aspects of the programmes and activities that could be improved.	
29	Check your analysis sensitively with the child or young person, key people and others.	
30	Contribute to reviewing the impact of the programmes and activities against the intended outcomes.	
31	Work with the child or young person and key people within the evaluation process in ways that respect their preferences.	
32	Support the child or young person and key people to evaluate which aspects of the programmes and activities have been beneficial to the child or young person.	
33	Support the child or young person and key people to identify aspects that need amending to improve their effectiveness or to address changes in the child or young person.	
34	Support the child or young person and key people to understand any changes that will be made in programmes and activities.	
35	Support the child or young person and key people to understand when and by whom any changes will be made.	
36	The child or young person and key people to understand how any changes with resource implications will be resourced.	

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 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	Your own background, experiences and beliefs that 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 each child or young person as an individual.	
12	The prime importance of the interests and wellbeing of children and young people.	
13	The child or young person'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

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	Theories underpinning our understanding of child development and factors that affect it.	
23	Theories about attachment and its impact on children and young people.	

Communication

24	Factors that can have a positive or negative effect on communication and language skills and their development in children and young people.	
25	Methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences.	

Personal and professional development

26	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
27	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	
28	Practices for the prevention and control of infection in the context of this standard.	

Safeguarding

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

Handling information

33	Legal requirements, policies and procedures for the security and confidentiality of information.	
34	Legal and work setting requirements for recording information and producing reports including the use of electronic communication.	
35	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
36	How to access records and information on the needs, views, wishes and preferences of children and young people, parents, families and carers.	
37	Theories relevant to working with and developing, implementing and evaluating programmes and activities for children and young people with additional requirements.	
38	Theories about motivation and enabling children and young people to participate to their utmost abilities.	
39	Theories relevant to the children and young people with whom you work about loss and change.	
40	Theories relevant to the children and young people with whom you work about the effects of stress and distress.	
41	Theories relevant to the children and young people with whom you work, about motivation and its effects on enabling children and young people to deal with their own health and social wellbeing.	
42	Methods of involving children and young people in activities in ways that are appropriate to the age of the child and young person, their level of development and understanding and their additional needs.	
43	Methods of working with children and young people who have been abused, bullied, persecuted, who are at risk of harm or danger, of becoming involved in offending behaviour.	
44	The importance of stable family, adult and peer relationships and the impact of disruption, including placement disruption.	

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
45	Factors which ensure safe and effective care for children and young people, including secure attachments.	
46	The type of equipment and aids children and young people with whom you work may use, how to use them, how they should be maintained and who to contact if they are defective or need upgrading.	
47	Methods and formats for structured activities and programmes and planning, monitoring, observing and recording.	
48	How children's different needs might require different techniques.	
49	The importance of identifying if children and young people are distressed or uncomfortable when they are participating in activities and programmes.	
50	How to support parents and carers to manage the risks to children and young people with their development and independence.	
51	The importance and value of parents' knowledge and expertise about their children.	
52	The nature of relationships within families and the importance of encouraging family members to be actively involved with the child or young person.	

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	