



Higher National Unit Specification

General information

Unit title: Supporting Children and Young People with Additional Support Needs (SCQF level 7)

Unit code: H990 34

Superclass: PN

Publication date: June 2015

Source: Scottish Qualifications Authority

Version: 01

Unit purpose

This Unit is designed to enable learners to gain knowledge and understanding of additional support needs of children and young people and how to meet those needs in practice in relation to current legislation and policy.

The Unit will also enable learners to explore agencies and professionals engaged in offering support to children and young people with additional support needs and their families.

Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Explore and explain the term additional support needs.
- 2 Research a range of additional support needs.
- 3 Analyse and evaluate a range of professionals and strategies to support children and young people with additional support needs.

Credit points and level

1 Higher National Unit credit at SCQF level 7: (8 SCQF credit points at SCQF level 7)

Higher National Unit specification: General information (cont)

Unit title: Supporting Children and Young People with Additional Support Needs (SCQF level 7)

Recommended entry to the Unit

It is recommended that the learner should be able to demonstrate an understanding of the behaviour of children and young people. Evidence could be through the achievement of current NC Units or equivalent which assess knowledge and understanding of children and young people pre-birth to 16 years, or SVQ level 2 Children's Care, Learning and Development or Playwork. It may also be evidenced through experience of working with children and young people.

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

Equality and inclusion

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Higher National Unit specification: Statement of standards

Unit title: Supporting Children and Young People with Additional Support Needs (SCQF level 7)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Explore and explain the term additional support needs.

Knowledge and/or Skills

- ◆ Basic needs of children
- ◆ Terminology associated with additional support needs
- ◆ Societal attitudes (stereotyping, labelling, discrimination)
- ◆ Models of additional support needs
- ◆ Legislation and policy

Outcome 2

Research a range of additional support needs.

Knowledge and/or Skills

- ◆ Research skills to investigate specific additional support needs
- ◆ Influence of additional support needs on behaviour and learning

Outcome 3

Analyse and evaluate a range of professionals and strategies to support children and young people with additional support needs.

Knowledge and/or Skills

- ◆ Observation and assessment techniques
- ◆ Range of services available
- ◆ Professionals and agencies involved in providing additional support
- ◆ Strategies professionals and agencies provide to support additional needs
- ◆ Role of family and significant others

Higher National Unit specification: Statement of standards

Unit title: Supporting Children and Young People with Additional Support Needs (SCQF level 7)

Evidence Requirements for this Unit

Learners will need to provide evidence to demonstrate their Knowledge and/or Skills across all Outcomes by showing that they can:

Outcome 1

- ◆ Explain the terms needs and additional support needs.
- ◆ Describe and explain stereotyping, labelling, discrimination and other relevant societal attitudes relating to additional support needs.
- ◆ Identify and evaluate social and medical models of disability.
- ◆ Research and evaluate relevant legislation and policy relating to additional support needs.

Outcome 2

- ◆ Describe and explain a minimum of three (3) additional support needs.
- ◆ One of the above additional support needs must influence behaviour.

Outcome 3

- ◆ Record and evaluate additional support needs in children and young people using a range of observation and assessment techniques (a minimum of 2).
- ◆ Identify and describe services available to meet additional support needs.
- ◆ Identify and evaluate professionals/agencies and the strategies they employ to support additional needs including behaviour.
- ◆ Explore and evaluate the role of the family and significant others in supporting children and young people with additional needs.
- ◆ Evaluate the role of collaboration and integrated working with other professionals.

Assessment for this Unit

Assessment may be carried out through use of case study materials for Outcome 1 to evidence understanding of changes towards children and young people with additional support needs in today's society.

Outcomes 2 and 3 will take the form of a case study of a child or young person with additional support needs that has an influence on their behaviour based on the learner's workplace or work-based placement. Centres may consider giving learners the opportunity to integrate this assessment with Outcome 3 of the Unit H98Y 34 *Supporting Children and Young People's Behaviour*.



Higher National Unit Support Notes

Unit title: Supporting Children and Young People with Additional Support Needs (SCQF level 7)

Unit Support Notes are offered as guidance and are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

This Unit is included in the framework of the HNC Social Services Children and Young People and is offered as an optional Unit for Children and Young People. It is recommended that it should be delivered and assessed within the subject area of the Group Award to which it contributes.

In addition to providing learners with underpinning knowledge in generic terms about the meaning of the term additional support needs it will also give them the opportunity to observe and evaluate strategies employed to support children and young people with additional support needs in real situations. Learners will have the opportunity to reflect on these strategies and apply them to their own practice.

The Unit starts off with an introduction to the concept of 'additional support needs' followed by analysis and evaluation of theory which learners are expected to apply to practice.

This Unit is intended to introduce the learner to the importance of understanding the factors that influence additional support needs and to give them the opportunity to explore ways of successfully supporting a range of additional support needs including behaviour.

This Unit also enables learners to assess and evaluate additional support needs in children and young people through applying a range of observational techniques.

Outcome 1

Explore and explain the term additional support needs.

There is an element of overlap with the mandatory Unit Theoretical Approaches: Lifespan Development. Learners should be familiar with the relevant terminology used to describe additional support needs. Learners should be able to demonstrate an understanding of theory relating to needs and apply to practice. Suggested theories to cover, however this list is not exhaustive:

- ◆ Maslow's Hierarchy of Needs
- ◆ Mia Kelmer-Pringle

Higher National Unit Support Notes (cont)

Unit title: Supporting Children and Young People with Additional Support Needs (SCQF level 7)

Learners will then focus on additional support needs:

- ◆ Short and Long Term additional support needs and continuum of needs
- ◆ Labelling, stereotyping, discrimination, inclusion etc.
- ◆ Medical and Social models of disability
- ◆ Legislation and policy, eg Education (Additional Support for Learning) (Scotland) Act 2004, Equality Act 2010, Children (Scotland) Act 1995, United Nations Convention on Rights of the Child (1989) and local policy. Children and Young People Act 2014, Building the Ambition guidance 2014, Getting it Right for Each Child (GIRFEC) 2010

Outcome 2

Research a range of additional support needs.

Learners will investigate a range of additional support needs that may require extra support. Suggested additional supports needs to cover, however this list is not exhaustive:

- ◆ Physical, eg cerebral palsy, spina bifida, muscular dystrophy
- ◆ Sensory, eg visual, hearing impairment
- ◆ Development disorders, eg global learning difficulties, specific learning difficulties
- ◆ Genetic/Chromosomal, eg Down's Syndrome, Cystic Fibrosis, Fragile X
- ◆ Medical: diabetes, eg epilepsy, asthma, allergies
- ◆ Behavioural, eg ADHD, ADD
- ◆ Other factors, eg bereavement, gifted children, bullying

Learners should also be encouraged to look at research studies in this field.

Outcome 3

Analyse and evaluate a range of professionals and strategies to support children and young people with additional support needs.

For the successful completion of this Outcome learners will need access to work placement. This Outcome will give learners the opportunity to see how theory and strategies are put into practice and begin to develop some of the skills required to support children and young people with additional support needs. Learners will need to use a variety of observational techniques to assess children and young people with additional support needs. It is an important element of this Outcome that learner's reflect on and evaluate the techniques used.

Suggested observation techniques (this list is not exhaustive):

- ◆ Duration
- ◆ Time Sampling
- ◆ Event/frequency Sampling
- ◆ Sociogram
- ◆ Movement Charts

Higher National Unit Support Notes (cont)

Unit title: Supporting Children and Young People with Additional Support Needs (SCQF level 7)

Learners should be able to explore and demonstrate a range of professionals and agencies in the support of children and young people with additional support needs. Learners should be able to demonstrate an awareness of the roles of a variety of other professionals and the strategies that they use in the support of children and young people's behaviour. Suggested professionals/agencies and strategies (this list is not exhaustive):

- ◆ Statutory, voluntary and private agencies
- ◆ Teacher
- ◆ Educational Psychologist
- ◆ Clinical Psychologist
- ◆ Primary Health Care Team
- ◆ Speech and Language Therapist
- ◆ Play Therapist
- ◆ Music Therapist
- ◆ Social Worker

Learners must demonstrate current knowledge of legislation and the Governments approach which impacts on the support of children with additional support needs. For example:

The Education (Additional Support for Learning) (Scotland) Act 2004 came into force in 2005 and was amended in 2009. The law sets out how pupils should be helped to get the right support to become successful learners and explains how parents can make sure this happens.

To find out what the law means in practice see **The parents' guide to additional support for learning**. For more information on amendments contained in the 2009 Act learners should access the two page summary — **ASL-Act-2009-changes**

They can view **the 2004 Act in full**, and **the full 2009 Act** is also available. **Supporting children's learning code of practice** is the guidance which explains the law. The *Getting it right for every child* approach ensures that *anyone* providing that support puts the child or young person — and their family — at the centre.

Learners should be aware of the importance of maintaining relationships with parents/carers in the assessment and decision making process within the context of multi-disciplinary team working.

Learners will also need to demonstrate the ability to evaluate strategies employed to support children and young people with additional support needs and draw informed conclusions as to their effectiveness.

Higher National Unit Support Notes (cont)

Unit title: Supporting Children and Young People with Additional Support Needs (SCQF level 7)

Guidance on approaches to delivery of this Unit

It is expected that there will be integration between this Unit and the mandatory Unit H8WM 34 *Theoretical Approaches: Lifespan Development* and considerable integration with the Option Unit H98Y 34 *Support Children and Young People's Behaviour* and therefore it is recommended that if Centres opt to deliver both these Unit. However, this can be undertaken as a standalone Unit for CPD. It is recommended that this Unit is delivered after the delivery of the mandatory Unit H8WM 34 *Theoretical Approaches: Lifespan Development* and simultaneously with H98Y 34 *Supporting Children and Young People's Behaviour* to facilitate integration of assessment.

It is recommended that this Unit is delivered through lecturers, group work, practical classroom activities, visits by professional and visits to appropriate childhood practice settings. There are a variety of media resources that can be used to support the delivery of this Unit.

Learners should be encouraged to undertake autonomous learning through research of additional support needs and strategies.

It is essential that learners make reference to National Care Standards (2005) and relevant legislation, policy and practice throughout. Learners should also be aware of Childhood Practice Standards (2007) for Managers/lead practitioners to facilitate progression within the sector.

Completion of the Group Award will enable progression to HND Childhood Practice, SVQ level 4 and employment at practitioner level. This will allow the learner to register with Scottish Social Services Council (SSSC).

Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of instruments of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Assessment may be carried out through use of case study materials for Outcomes 1, and 2 to evidence understanding of theory and influences. This assessment could either be undertaken under supervised condition, closed-book, or open-book in which case it should be fully referenced using a recognised Referencing System.

Higher National Unit Support Notes (cont)

Unit title: Supporting Children and Young People with Additional Support Needs (SCQF level 7)

Outcome 3 will take the form of a case study using a range of observational techniques of a child or young person or group of children and young people based on the learner's workplace or work-based placement. Centres should consider giving learners the opportunity to integrate this assessment with Outcomes 2 and 3 of the Unit DF55 34 *Children and Young People with Additional Support Needs*. Learners will have to take into consideration ethical issues in undertaking research with children and young people and gain the necessary informed agreement from appropriate sources. An appropriate Code of Ethics should be considered, eg British Psychological Society Code of Ethics. All work should be fully authenticated by work placement supervisor or employer.

In order to achieve this Unit, learners are required to present sufficient evidence that they have met all the Evidence Requirements for each Outcome.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Higher National Unit Support Notes (cont)

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Opportunities for developing Core and other essential skills

There are opportunities to develop the Core Skill(s) of *Communication*, *Working with Others* and *Problem Solving* in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Learners who use the Internet to conduct research will also have opportunities to develop skills in *Information and Communications Technology* and *Numeracy* depending on the variety of data gathered and how the data is presented.

History of changes to Unit

Version	Description of change	Date

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General information for learners

Unit title: Supporting Children and Young People with Additional Support Needs (SCQF level 7)

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

This Unit is designed to enable you to gain knowledge and understanding of additional support needs of children and young people and how to meet those needs in practice in relation to current legislation and policy

The Unit will also enable you to explore agencies and professionals engaged in offering support to children and young people with additional support needs and their families.

On successful completion of the Unit the learner will be able to:

- 1 Explore and explain the term additional support needs.
- 2 Research a range of additional support needs.
- 3 Analyse and evaluate a range of professionals and strategies to support children and young people with additional support needs.

You will become familiar with relevant terminology that is used to describe additional support needs, and you will be able to demonstrate an understanding of a range of additional support needs:

You will have the opportunity to undertake a work placement if you are not already in employment, and this will facilitate your learning on how additional support needs is supported in practice and you will begin to develop some of the skills of support for yourself. You will use a variety of observational techniques to assess children and young people's additional support needs including behaviour and this will enable you to reflect on and evaluate the techniques used. You will explore a range of strategies to support children and young people with additional support needs. You will develop an awareness of the roles of a variety of other professionals and the strategies that they use in the support of children and young people with additional support needs. You will gain awareness of the importance of maintaining relationships with parents/carers in the assessment and decision making process.

You will be given the opportunity develop the ability to evaluate strategies of support in the workplace and draw informed conclusions as to their effectiveness.

Assessment may be through use of case study materials for Outcomes 1, and 2 to evidence your understanding of additional support needs.

For Outcome 3 you will be required to carry out a case study using a range of observational techniques of a child or young person or group of children and young people based on your workplace or work-based placement. You will have to take into consideration ethical issues in undertaking research with children and young people and gain the necessary informed agreement from appropriate sources. An appropriate Code of Ethics should be considered eg British Psychological Society Code of Ethics. All your work should be fully authenticated by work placement supervisor or employer.

General information for learners (cont)

Unit title: Supporting Children and Young People with Additional Support Needs (SCQF level 7)

In order to achieve this Unit, you are required to present sufficient evidence that you have met all the Evidence Requirements for each Outcome.

There are opportunities for you to develop the Core Skill(s) of *Communication*, *Working with Others* and *Problem Solving* in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

If you use the Internet to conduct research you will also have opportunities to develop skills in *Information and Communications Technology (ICT)* and *Numeracy* depending on the variety of data gathered and how the data is presented.

You will be encouraged to undertake autonomous learning through research of current studies and strategies to support children and young people with additional support needs.

It is essential that you make reference to National Care Standards (2005) and relevant legislation, policy and practice throughout this Unit. You should also be aware of Childhood Practice Standards (2007) for Managers/lead practitioners to facilitate progression within the sector.