



National Unit specification

General information

Unit title: Young Child with Additional Support Needs: Legislation and Policy, an Introduction (SCQF level 5)

Unit code: H90D 45

Superclass: PN

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Version: 01

Unit purpose

This Unit has been designed for learners who have no, or very limited, experience of Additional support Needs (ASN). The Unit will develop the learner's knowledge of the legislation and policies that exist to support the young child with ASN and his/her family.

The Unit provides the underpinning knowledge which will allow learners the opportunity to progress to other qualifications in this field.

Outcomes

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

- 1 Describe legislation and policies which impact the support available to assist the child with ASN within the family.
- 2 Describe legislation and policies which impact the support available to assist the child with ASN and their family within the community.

Credit points and level

0.5 National Unit credit at SCQF level 5: (3 SCQF credit points at SCQF level 5)

Recommended entry to the Unit

Entry to the Unit is at the discretion of the centre however the learner would benefit by having some existing understanding of child development and experience of working with younger children.

National Unit specification: General information (cont)

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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.

National Unit specification: Statement of standards

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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.

Outcome 1:

Describe legislation and policies which impact the support available to assist the child with ASN within the family.

Performance Criteria

- (a) Describe legislation which assists the child with ASN within the family
- (b) Describe local and national policies which assist the child with ASN within the family

Outcome 2

Describe legislation and policies which impact the support available to assist the child with ASN and their family within the community.

Performance Criteria

- (a) Describe legislation which assists the child with ASN and the family within the community
- (b) Describe local and national policies which assist the child with ASN and the family within the community

National Unit specification: Statement of standards (cont)

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Evidence Requirements for this Unit

Evidence is required to demonstrate that learners have achieved all Outcomes and Performance Criteria.

Three pieces of current legislation and one policy (either local or national) that impact the support available to assist the child with ASN within the family and within the community should be described.

One piece of historic legislation that continues to impact support available to assist the child with ASN within the family and within the community should be described.



National Unit Support Notes

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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 30 hours.

Guidance on the content and context for this Unit

This Unit is intended to introduce the learner to key pieces of legislation and local and national policies which have a broad impact on the lives of a child with ASN and their family/carers.

The Unit will also introduce the learner to how legislation influences and supports the development of policy in local and national agencies which have expertise in a particular area of Additional Support Needs and how that help may be accessed. Reference to national and local statutory and Third Sector provision is also relevant.

Guidance on approaches to delivery of this Unit

The teaching and learning related to the two Outcomes should be combined to highlight the inter-relationship between them.

Learners should be encouraged to gather information to include in a portfolio from a variety of sources which could include:

- ◆ Visiting speakers
- ◆ Internet research
- ◆ Library research
- ◆ Visits to Local Authorities (eg relevant to Planning, Education, Early Years Care)
- ◆ GP Surgeries (Leaflets and health and community information)

The learner should be encouraged to explore how their local environment meets the expectations of legislation and local and national policies in relation to the child with ASN (play parks, swimming pools, eating out etc.) eg Play Scotland have produced a Template and Toolkit for Play. The Toolkit and supporting documents are aimed at Local Authorities to help improve the design and provision of places and spaces for *all* children, so that they can feel safe and confident playing outside in their neighbourhoods.

www.playscotland.org

The learner should be made aware of a range of key pieces of legislation (historic and current) and local and national policies designed to assist with greater integration of the child with ASN within the community and family.

National Unit Support Notes (cont)

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Historic legislation might be the Disability Discrimination Act (1995) or the Carers' (Recognition and Services) Act 1995.

More recent legislation should also be looked at for example the relevant aspects of the Equality Act 2010 and the Regulation of Care (Scotland) Act (2001).

These Acts provide the legal framework underpinning the system for supporting children and young people, and their families. The Acts place duties on local authorities and other agencies to develop policies supporting the provision of additional support where needed.

Guidance on approaches to assessment of this Unit

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

Assessment could be carried out holistically by way of a project. Learners may be asked to compile a portfolio of evidence, based on their research into legislation and policies designed to support the child with ASN within the family and within the community.

It may be beneficial for learners to work in groups and share information although the final portfolio must be the learner's own work.

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 transferrable to work or for further and higher education.

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.

Opportunities for developing Core and other essential skills

There may be opportunities to develop aspects of the Core Skills in *Communication* (written), *Problem Solving*, and *Information and Communication Technology (ICT)* during this Unit.

History of changes to Unit

Version	Description of change	Date

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General information for learners

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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 introduce you to the legislation and policies that exist to ensure support is offered to young children with Additional Support Needs (ASN) and their families. It is aimed at those with no, or very limited, experience of ASN.

Upon completion of this Unit, you may wish to undertake further Units in this subject area, eg *The Child with Additional Support Needs: An Introduction* at SCQF level 5.

You will complete two Outcomes:

- ◆ Describe legislation and policies which impact the support available to assist the child with ASN within the family.
- ◆ Describe legislation and policies which impact the support available to assist the child with ASN and their family within the community.

The Outcomes will be assessed holistically and you'll be asked to compile a portfolio of evidence, based on your research into legislation and policies designed to support the child with ASN within the family and within the community.

There may be opportunities to develop aspects of your Core Skills in Communication (written), *Problem Solving*, and *Information and Communication Technology (ICT)* during this Unit.