



National Unit Specification: general information

UNIT Supporting Children and Young People who require Additional Support for Learning (SCQF level 6)

CODE F7HT 12

SUMMARY

This Unit is designed to introduce candidates to issues relating to the provision of additional support for children and young people aged 0–18 years. Candidates will define the term ‘additional support needs’ and describe a range of circumstances and conditions that may require the provision of additional support. They will also explore attitudes towards children and young people with additional support needs. They will evaluate the implementation of current legislation, policy and practice within educational settings.

This Unit is a mandatory Unit in the PDA Education Support Assistance (SCQF level 6) but is also suitable for candidates wishing to study the Unit on its own or as part of other awards. The Unit is suitable for candidates who wish to gain employment, or may already be employed, in the education sector working under supervision. They may wish to progress onto higher qualifications. Whilst this is a Unit that relates specifically to education it may also be suitable for candidates who have an interest in the wider Care sector.

OUTCOMES

- 1 Explain what is meant by the term ‘additional support needs’.
- 2 Explain a range of circumstances and conditions that require additional support.
- 3 Evaluate the additional support available to families and to children and young people with additional support needs within educational settings.

Administrative Information

Superclass: PQ

Publication date: August 2009

Source: Scottish Qualifications Authority

Version: 01

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RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following, or equivalent:

- ◆ *Communication* at SCQF level 5
- ◆ A Course or Unit(s) in Early Education and Childcare at SCQF level 5
- ◆ A Course or Unit(s) in Care at SCQF level 5

CREDIT VALUE

1 credit at SCQF level 6 (6 SCQF credit points at SCQF level 6*).

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

There is no automatic certification of Core Skills in this Unit. The Unit provides opportunities for candidates to develop aspects of the following Core Skills:

- ◆ *Communication* (SCQF level 5)
- ◆ *Problem Solving* (SCQF level 4)

These opportunities are highlighted in the Support Notes of this Unit Specification.

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

Explain what is meant by the term ‘additional support needs’.

Performance Criteria

- (a) Describe the basic needs of children and young people.
- (b) With reference to current legislation, policy and practice, explain the term ‘additional support needs’.
- (c) Explain the term ‘inclusive practice’.

OUTCOME 2

Explain a range of circumstances and conditions that require additional support.

Performance Criteria

- (a) Describe a range of circumstances and conditions that may require the child or young person to have short term additional support.
- (b) Describe a range of circumstances and conditions that may require the child or young person to have long term additional support.
- (c) Explain attitudes towards children and young people and their families that require the provision of additional support.

OUTCOME 3

Evaluate the additional support available to families and to children and young people with additional support needs within educational settings.

Performance Criteria

- (a) Describe the process of assessment for children and young people who may have additional support needs.
- (b) Evaluate a range of support mechanisms and resources within educational settings that may meet the needs of children and young people who have additional support needs.
- (c) Evaluate the ways that educational settings implement current legislation, policy and practice to meet the needs of children and young people and their families who may require the provision of additional support.

National Unit Specification: statement of standards (cont)

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EVIDENCE REQUIREMENTS FOR THIS UNIT

Written and/or oral recorded evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

The evidence for all Outcomes should be obtained under controlled supervised conditions and should last no more than one hour. A single question paper with extended or restricted response questions as illustrated in the National Assessment Bank item could be used. This should be taken on completion of all Outcomes. A case study or a range of case studies could be used as a stimulus.

Specific advice

- Outcome 2 (a): The candidate is required to describe **two** circumstances and/or conditions that require short term support.
- Outcome 2 (b): The candidate is required to describe **two** circumstances and/or conditions that require long term support.
- Outcome 3 (b): The candidate is required to evaluate **two** support mechanisms and/or resources that meet the needs of children and young people.

National Unit Specification: support notes

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This part of the Unit Specification is offered as guidance. The support notes 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 has been designed to introduce the candidate to what additional needs are; the spectrum of additional needs; degrees of support children and young people need and how to recognise the importance of supporting children and young people across a variety of age groups. This should be placed within the context of an educational setting and should take into consideration current legislation, policy and practice.

Outcome 1

The Unit begins with a broad view of the basic needs of children. These could be described in terms of physical, social, emotional and cognitive needs. The candidate should develop an awareness of how the needs inter-relate and the principles of holistic development. Candidates should be aware of Maslow's Hierarchy of Needs and also the work of Mia Kelmer Pringle. They could also relate needs to rights and examine the UN Convention on the Rights of the Child. This exploration should lead candidates into considering children who have additional needs for a variety of reasons. Candidates should be aware of a continuum of need.

The definition of additional support needs should be current and in line with current legislation, policy and practice. These currently include:

- ◆ Disability Discrimination Act 2005 (part 4)
- ◆ Children (Scotland) Act 1995
- ◆ The Education (Additional Support for Learning) (Scotland) Act 2004
- ◆ The Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002
- ◆ National Care Standards: Early Education and Childcare up to the age of 16
- ◆ A Curriculum for Excellence

Within the definition candidates should be made familiar with issues surrounding social and educational inclusion and integration. They should consider 'inclusion' in its widest sense: it is not just about physical access to buildings, vehicles, education and healthcare provision but being part of the community as a whole. Inclusion also refers to everyone and schools are required to develop positive value based provision that welcomes all pupils and promotes the educational, social and cultural development of all pupils. Candidates should also consider the impact of mainstreaming children and young people with additional support needs and also the provision of separate provision with children and young people with additional support needs.

National Unit Specification: support notes (cont)

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Outcome 2

Candidates should be aware and recognise that all children and young people will at some time in their lives require additional support regardless of age, sex, religion, disability, illness, family situation or level of education. They should be encouraged to reflect on their own circumstances and times when they have required additional support, either in the long or short term.

Candidates should consider a range of circumstances and conditions that require additional support both in the long and short term, bearing in mind a continuum of need. They should consider that additional support needs can arise from any factor that causes a barrier to learning, whether the factor relates to social, emotional, cognitive, linguistic, disability, family or care circumstances. Some of the conditions and circumstances that could be explored are:

- ◆ Medical conditions both short term and chronic, eg asthma, diabetes, children recovering from minor surgery, on-going tonsillitis/ear-ache
- ◆ Developmental disorders, eg Autistic Spectrum Disorder, Asperger's, Dyslexia, Developmental Coordination Disorder, ADHD
- ◆ Sensory and motor disorders, eg visual impairment, hearing impairment, cerebral palsy
- ◆ Social Needs: bereavement, divorce, birth of siblings, asylum seeking families, children who have English as a second language, children who are being bullied, is a parent

This list is not definitive and candidates should be presented with a range of conditions and circumstances that require additional support and not just 'disability'. It may be useful to present candidates with examples that they may come across within the context of an employee working under supervision in a school. It is important that candidates see that the effect of these factors will vary from child to child and that each child and young person is unique and it is how these factors impact on the child that will determine the level of support that will be required.

Candidates should explain attitudes towards children and young people with additional support needs. Issues of stereotyping/terminology and labelling should be examined to understand how these can lead to prejudice and discrimination. Candidates should explore the development of attitudes within society towards children and young people with additional support needs. Candidates should be aware of their own prejudices and use of language in relation to children and young people and their families who require additional support.

Outcome 3

Candidates should examine the statutory duties of the local authorities to make adequate and efficient provision for children and young people with additional support needs. They should be aware of their duty to identify, assess and provide for the needs of children and young people who require additional support within education provision. They should also consider the provision for referring and assessing under fives.

National Unit Specification: support notes (cont)

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They should investigate local policies and arrangements for identifying and addressing additional support needs, including the rights and roles of parents, the participation of children and young people in the process and the role other agencies, out with education, such as health and social work. They should consider the role of Co-ordinated Support Plans (CSP) in supporting the additional support needs of children and young people. They should also investigate the appeals process and the process for resolving disputes where it is felt that the local authority has failed to offer provision that meets the needs of children and young people and their families.

Candidates should investigate and evaluate a range of support mechanisms and resources available to support the additional support needs of children and young people. These resources may fall out with the jurisdiction of the local authority but be provided by others under a CSP. Candidates should be encouraged to look at a range of support mechanisms and resources that meet the holistic needs of children and young people and not just those that adapt the physical environment. They could evaluate:

- ◆ the provision of additional human resources to meet the needs of the child or young person; this could be a learning assistant, carer, nursing support, a befriender or respite carer, therapists, ESOL provision, counsellors
- ◆ the provision of material resources such as adapted furniture and school materials such as text books, scissors, pencils.
- ◆ the provision of IT resources to meet the needs of children and young people
- ◆ the provision of transport
- ◆ social provision both during the school day and after school.
- ◆ transitional provision as children and young people move between schools and the planning and preparation for post school provision.
- ◆ information services for children and young people and parents, eg Enquire

In evaluating the support mechanisms and resources candidates could consider where there may be conflicts between the needs of the child or young person and the provision of the resource. For example a young person may wish to be involved in an after school club but is unable to do so because of restrictions in the contract for their transportation. This type of dilemma can promote wider debate and should be placed within the context of the needs of the child or young person, the duty of the local authority and the role of the CSP.

Candidates should evaluate ways in which local authorities implement legislation, policies and procedures and they could investigate provision within their local area and neighbouring authorities. They could examine local Integrated Children Services Plans and other published material that local authorities provide and the restrictions that may be placed on local authorities in relation to funding.

National Unit Specification: support notes (cont)

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GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

In delivering this Unit there should be a balance between teacher/lecturer presentation and candidate centred learning. Candidates should be given opportunities to discuss the issues surrounding the topic. Outcomes 1, 2 and 3 can be explored using a variety of methods:

- ◆ Small group exercises
- ◆ Case studies
- ◆ Worksheets
- ◆ Individual research, including the use of the internet
- ◆ Video/audio material
- ◆ Use of relevant visiting speakers
- ◆ Visits to projects or agencies that offer additional support

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

Throughout this Unit there are opportunities to develop the following Core Skills during learning activities and through the production of evidence for formative and summative assessments:

- ◆ *Communication* (SCQF level 5)
- ◆ *Problem Solving* (SCQF level 4)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The assessment for this Unit is laid out clearly in the Evidence Requirements section of the Statement of Standards of this Unit Specification. The standard to be applied is exemplified in the National Assessment Bank item for this Unit. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

Opportunities for the use of 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 e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

National Unit Specification: support notes (cont)

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DISABLED CANDIDATES AND/OR THOSE WITH ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website

www.sqa.org.uk/assessmentarrangements