



National Unit specification

General information

Unit title: The Child with Additional Support Needs: An Introduction
(SCQF level 5)

Unit code: H7VB 45

Superclass: PN

Publication date: September 2014

Source: Scottish Qualifications Authority

Version: 01

Unit purpose

This Unit has been designed for learners who have no, or very limited, experience of a child with Additional Support Needs (ASN). The Unit will introduce the learner to what is meant by the term Additional Support Needs and the services provided to assist the child and the family/ carers.

The learner would benefit by having an understanding of child development and some experience of working with children. However, the Unit is free-standing and as such can be delivered in different contexts appropriate to the learner.

As an introductory Unit, it provides basic knowledge and does not qualify a learner to work with children with Additional Support Needs. SQA have a range of Units at NQ and HNC level which the learner could undertake to broaden knowledge in this field. This Unit is a revision of, and replaces, the Unit D12D 11 *The Child with Special Needs: an Introduction*.

Outcomes

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

- 1 Describe what is meant by the term 'Additional Support Needs'.
- 2 Identify key pieces of legislation relevant to supporting children with additional support needs.
- 3 Identify a range of services and agencies, both locally and nationally, to assist the child and family/carers.

Credit points and level

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

National Unit specification: General information (cont)

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Recommended entry to the Unit

Entry is at the discretion of the centre.

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. This is a stand-alone Unit.

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 what is meant by the term 'Additional Support Needs'.

Performance Criteria

- (a) Define what is meant by the term 'Additional Support Needs'.
- (b) Describe the main types of additional support needs.
- (c) Identify short and long term needs.

Outcome 2

Identify key pieces of legislation relevant to supporting children with additional support needs.

Performance Criteria

- (a) Identify key pieces of legislation in relation to support for the family/carer.
- (b) Identify key pieces of legislation in relation to support within education.

Outcome 3

Identify a range of services and agencies, both locally and nationally, to assist the child and family/carers.

Performance Criteria

- (a) Identify a range of voluntary agencies which can assist the child and the family.
- (b) Outline strategies used by the key services (health, social services and education) to assist a child and the family.

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.

Outcome 1

Evidence for Outcome 1 will be gathered in open-book conditions at appropriate points in the Unit. Evidence will be gathered in a learner folio.

Learners are required to:

- ◆ define what is meant by the term 'additional support needs'.
- ◆ describe two types of additional support needs for each of:
 - learning environment
 - family circumstances
 - disability or health need
 - social and emotional factors.
- ◆ identify one short and one long term need for each.

Learners should organise and present findings in an appropriate format.

Outcome 2

Evidence for Outcome 2 will be gathered in open-book conditions at appropriate points in the Unit. Evidence will be gathered in a learner folio.

Learners are required to:

- ◆ outline a minimum of two pieces of legislation which impact on the family/carers of a child with additional support needs.
- ◆ outline two pieces of legislation which assist the child in their access to education.
- ◆ identify any two pieces of relevant legislation and identify the benefits to the family/carers and/or the child.

Outcome 3

Evidence for Outcome 3 will be gathered in open-book conditions at appropriate points in the Unit. Evidence will be gathered in a learner folio

Learners are required to:

- ◆ outline the services offered by the key statutory services (health, social services and education) to assist a child and their family/carers.
- ◆ outline a range of voluntary agencies which can assist the child and the family/carers.



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 20 hours.

Guidance on the content and context for this Unit

This Unit is a revision of the Unit — D12D 11 *The Child with Special Needs: an Introduction*.

It has been designed for learners who have no, or very limited, experience of a child with Additional Support Needs (ASN). The Unit will introduce the learner to what is meant by the term Additional Support Needs and the services provided to assist the child and the family/carers.

A learner would benefit by having an understanding of child development and some experience of working with children. However, the Unit is free-standing and as such can be delivered in different contexts appropriate to the learner.

As an introductory Unit, it provides basic knowledge and does not qualify a learner to work with children with Additional Support Needs.

Outcome 1

This Outcome is intended to introduce the learner to the diversity of additional support needs and to the impact of these needs, both in the short and in the long term. A child or young person is said to have 'additional support needs' if they need more — or different support — to what is normally provided in schools or pre-schools to children of the same age. Children can need support for many reasons. Some may need a lot of support all the way through school. Others will only need a small amount for a short time.

Additional support needs can arise from any factor which causes a barrier to learning, whether that factor relates to social, emotional, cognitive, linguistic, disability, or family and care circumstances

There are many reasons why a child might need additional support for learning.

National Unit Support Notes (cont)

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These can include:

- ◆ finding it difficult to control their behaviour
- ◆ not making themselves understood, eg (because English is not their first language or because of a speech and language difficulty)
- ◆ being bullied
- ◆ being abused or neglected
- ◆ caring for someone at home
- ◆ difficulties with reading and spelling
- ◆ being far ahead of their classmates in their subjects
- ◆ changing schools a lot
- ◆ being a young parent
- ◆ dealing with the death of a loved one
- ◆ being looked after
- ◆ having mental health worries
- ◆ having an alcohol or drug problem

It is not possible to list all the reasons because it will depend on the child. Children are affected by things in different ways — one child who has lost a family member may struggle at school but another will not. Additional support needs can be both long and short-term. Short term needs could be the support a child needs to get through a difficult period such as a temporary illness.

Outcome 2

This Outcome is intended to introduce the learner to key pieces of legislation which impact on the lives of the child and their family/carers.

Legislation could include:

Education (Additional Support for Learning) (Scotland) Act 2004

Education (Additional Support for Learning) (Scotland) Act 2009

These Acts provide the legal framework underpinning the system for supporting children and young people, and their families in school education. The Acts place duties on local authorities, and other agencies, to provide additional support where needed to enable any child or young person to benefit from education by creating a Co-ordinated Support Plan. The Co-ordinated Support Plan is a statutory planning document for children and young people with enduring complex or multiple barriers to learning who need a range of additional support from different services. Co-ordination of the services is required where the education authority needs help from others both within the authority itself, such as social work, or from outside agencies, such as health.

National Unit Support Notes (cont)

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Children Scotland Act 1995

Local authorities must provide services for children in need. Local authorities' services for children in need must be designed to minimise the effect of the disability on a disabled child and to give children affected by a disability the opportunity to lead lives which are as normal as possible"

The Carers' (Recognition and Services) Act 1995 places a duty on local authorities to consider the needs of unpaid carers.

Regulation of Care (Scotland) Act provides for the regulation and inspection of all services for children

Outcome 3

This Outcome is intended to introduce the learner to 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 should be covered.

Key statutory Services: The role of these services will change as the child and family needs change. However, the learner should be aware of their general role and the assistance they can provide.

National Health Service provides services such as occupational therapy to help the child develop skills and language and communication therapy.

Social Work Departments have a duty to assess a child's needs and identify any services or special equipment they need such as adaptations to make the home more suitable for the child or special aids and equipment to help the child get about.

Education Services can provide a support worker assigned to the child or a specialist school if necessary.

Voluntary and Third Sector Agencies such as Contact a Family provide support, advice and information for families with disabled children, no matter what their condition or disability.

National Unit Support Notes (cont)

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Guidance on approaches to delivery of this Unit

Learners should be encouraged to identify a range of Additional Support Needs which interest them and explore local and national services.

Delivery of this Unit could incorporate a variety of teaching and learning methods to encourage a learner-centred approach including:

- ◆ Teacher/lecturer presentations
- ◆ DD presentations
- ◆ Group work and discussions
- ◆ Hand-outs
- ◆ Books and articles
- ◆ Visiting speakers
- ◆ Research

Guidance on approaches to assessment of this Unit

All Outcomes

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.

Learners should present their evidence in an appropriate format. The following are suggestions only. There may be other methods that would be more suitable to learners.

It is recommended that this will be in the form of an investigation with case studies/scenarios being used to illustrate issues for the individual child, family/carers arising from the identified Additional Support Needs. The investigation will require learners to gather information from a variety of sources which could include:

- ◆ Visiting speakers
- ◆ Internet research
- ◆ Library
- ◆ Health boards
- ◆ GP Surgeries
- ◆ Interviews with parents/carers

It may be beneficial for learners to work in groups and share information although the final investigation must be the learner's own work. Learners should discuss and agree with the teacher/lecturer a suitable format for presenting the information. Initial discussions can be carried out in groups and whole class expositions. The language and materials used throughout should promote equality and diversity and avoid cultural stereotypes

National Unit Support Notes (cont)

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Centres are reminded that prior verification of centre devised assessments would help to ensure that national standards are 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.

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

In the Unit, learners will be involved in investigation. This will help develop the learners written communication skills and their presentation skills when presenting pieces of work for assessment.

If the learner uses a computer while undertaking any part of this Unit, eg research, this will provide an opportunity to develop *Information and Communication Technology (ICT)*.

However, no one Core Skill is embedded in the 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 has been designed for learners who have no, or very limited, experience of a child with Additional Support Needs. The Unit will introduce you to what is meant by the term Additional Support Needs and the services provided to assist the child and the family/ carers.

As an introductory Unit it provides basic knowledge and does not qualify you to work with children with Additional Support Needs.

There are three Outcomes

- 1 Describe what is meant by the term 'Additional Support Needs'.
- 2 Identify key pieces of legislation relevant to supporting children with additional support needs.
- 3 Identify a range of services and agencies, both locally and nationally, to assist the child and family.

Assessment

This may be in the form of an investigation covering the three Outcomes which may be based on case studies/scenarios. The investigation will require you to gather information from a variety of sources and to organise and present your findings.