

## National Unit Specification: general information

**UNIT** Supporting Children with Additional Support Needs  
(Intermediate 2)

**CODE** DM65 11

### COURSE

#### SUMMARY

This Unit is designed to introduce candidates to issues relating to the provision of additional support for children aged 0-12 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 investigate a range of resources available to children who require additional support and their families.

This Unit is an optional Unit in the *National Certificate Group Award: Early Education and Childcare (Higher)* 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 early education and childcare sector working under supervision. They may wish to progress onto higher early education and childcare qualifications. Whilst this is a Unit that relates specifically to early education and childcare 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. Describe a range of circumstances and conditions that require additional support.
3. Evaluate resources available for children and their families that require the provision of additional support.

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### Administrative Information

**Superclass:** GA

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## **National Unit Specification: general information (cont)**

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### **RECOMMENDED ENTRY**

While entry is at the discretion of the centre there are a variety of prior learning experiences which are relevant to candidates wishing to undertake this Unit.

They may also benefit from having attained one of the following, or equivalent:

- ◆ Standard Grade at General level in any relevant subject
- ◆ A Course or Unit in Care at Intermediate 1
- ◆ Courses or Units in any relevant subject at Intermediate 1
- ◆ SVQ or SVQ Units at level 2 in a related subject.

### **CREDIT VALUE**

1 credit at Intermediate 2 (6 SCQF credit points at SCQF level 5\*).

*\*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 or core skills components in this Unit.

## **National Unit Specification: statement of standards**

### **UNIT**        Supporting Children with Additional Support Needs (Intermediate 2)

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 the Scottish Qualifications Authority.

#### **OUTCOME 1**

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

##### **Performance Criteria**

- a) Describe the basic needs of children.
- b) In line with current legislation, policy and practice, explain the term ‘additional support needs’.
- c) Explain attitudes towards children and their families that require the provision of additional support.

#### **OUTCOME 2**

Describe 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 to have short term additional support.
- b) Describe a range of circumstances and conditions that may require the child to have long term additional support.

#### **OUTCOME 3**

Evaluate resources available for children and their families that require the provision of additional support.

##### **Performance Criteria**

- a) Investigate resources that provide additional support to children and their families.
- b) Assess how effective these resources are at supporting children and their families who require additional support.

### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

Written and/or recorded oral evidence is required to demonstrate that the candidate has achieved all Outcomes and Performance Criteria.

The evidence for Outcomes 1 and 2 should be obtained under controlled supervised conditions and should last for no more than 1 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 both Outcomes.

## **National Unit Specification: statement of standards (cont)**

### **UNIT**      Supporting Children with Additional Support Needs (Intermediate 2)

The evidence for Outcome 3 will be through a single investigative report of a resource that offers additional support to children and their families. This report can be completed in class time or the candidate's own time. If the latter is the case lecturers should ensure that this report is the candidate's own work. This could be done by the candidate completing their final report under supervised conditions with access to their investigative notes.

#### **Specific advice**

Outcome 2 (a): The candidate is required to describe 2 circumstances and/or conditions that require short term support.

Outcome 2 (b): The candidate is required to describe 2 circumstances and/or conditions that require long term support.

Outcome 3: The investigative report shall be approximately 300 words and should contain the following:

- ◆ Evidence of the candidate's research
- ◆ A description of the resource
- ◆ An explanation of what the resource offers to support children with additional support needs
- ◆ An explanation of what the resource offers to support the families of children with additional support needs.

## National Unit Specification: support notes

### UNIT Supporting Children with Additional Support Needs (Intermediate 2)

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 the children need and how to recognise the importance of supporting children across a variety of age groups.

#### Outcome 1

PC (a): 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 holistic development of the baby and child. 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. Some of the needs that should be covered include:

- ◆ love
- ◆ affection
- ◆ nutrition
- ◆ warmth
- ◆ sleep
- ◆ rest
- ◆ hygiene
- ◆ exercise
- ◆ exploration.
- ◆ praise and encouragement
- ◆ intellectual stimulation
- ◆ fresh air
- ◆ socialisation
- ◆ discovery
- ◆ play
- ◆ communication
- ◆ safety

This exploration should lead candidates into considering children who have additional needs for a variety of reasons.

PC (b): The definition of additional support needs should be current and in line with up-to-date legislation, policy and practice. These currently include Disability Discrimination Act 1995, Children (Scotland) Act 1995, Additional Support for Learning (Scotland) Act 2004 and National Care Standards: Early Education and Childcare up to the age of 16. Within the definition candidates should be made familiar with issues surrounding social and educational inclusion and integration. Candidates should be aware of a continuum of need.

PC (c) Candidates should explain attitudes towards children 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 with additional support needs. Candidates should be aware of their own prejudices and use of language in relation to children and their families who require additional support.

## National Unit Specification: support notes (cont)

### UNIT Supporting Children with Additional Support Needs (Intermediate 2)

#### Outcome 2

Candidates should be aware and recognise that all children 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. Some of the conditions and circumstances that could be explored are:

- ◆ Medical conditions both short term and chronic, e.g. asthma, diabetes, children recovering from minor surgery, on-going tonsillitis/ear-ache
- ◆ Development disorders, e.g. Autistic Spectrum Disorder, Asperger's, Dyslexia, Dyspraxia, ADHD
- ◆ Sensory and motor disorders, e.g. visual impairment, hearing impairment, cerebral palsy
- ◆ Family needs: bereavement, divorce, birth of siblings, asylum seeking families.

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 an early education and childcare setting.

#### Outcome 3

Candidates should investigate a range of resources that provide additional support to children and their families. They could consider human material as well as physical resources. These could be statutory or non-statutory, agencies or individuals at a national or local level for both children and their families. They should be aware of how these resources meet the needs of children and their families on a variety of levels, e.g. practically, emotionally, and financially. Resources to consider may be:

- ◆ Professionals: physiotherapist, speech and language therapist, occupational therapist, doctors, health visitor/public health practitioner.
- ◆ Voluntary/local agencies: Enable, National Autistic Society.
- ◆ Ancillary support: home helps, home visitor, additional support within early education and child care settings.
- ◆ Educational resources.

### 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, particularly in Outcome 1.

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

## **National Unit Specification: support notes**

### **UNIT: Supporting Children with Additional Support Needs (Intermediate 2)**

- ◆ Video/audio material
- ◆ Use of relevant visiting speakers
- ◆ Visits to projects or agencies that offer additional support.

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

The assessment for this Unit is clearly laid out in the Evidence Requirements section of the Statement of Standards. The standard to be applied is exemplified in the National Assessment Bank item for this Unit. If a centre wishes to design its own assessment for this Unit, it should be of a comparable standard. For Outcomes 1 and 2 the assessment should be carried out under supervision. A holistic approach should be taken with assessment across Outcomes and across other Units within the *National Certificate Group Award: Early Education and Childcare (Higher)* where possible.

#### **CANDIDATES WITH ADDITIONAL SUPPORT NEEDS**

This Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements for Candidates with Additional Support Needs* (SQA, 2004).