

DK8X 04 (HSC316) Support the needs of children and young people with additional requirements

Elements of competence

- HSC316.1 Contribute to the assessment of children and young people's specific developmental levels and support needs
- HSC316.2 Support the implementation of programmes and support activities to meet the needs of children and young people with additional needs
- HSC316.3 Contribute to evaluating children and young people's participation in programmes and support activities

About this Unit

For this Unit you need to work directly with children and young people who have additional needs either because of their life experiences, physical, visual or hearing impairments, learning difficulties or mental health problems.

Scope

The scope is here to give you guidance on possible areas to be covered in this Unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate using: the child/young person's preferred spoken language; the use of signs; symbols; pictures; writing; objects of reference; communication passports; other non verbal forms of communication; human and technological aids to communication.

Risks could include the possibility of: danger, damage and destruction to the environment and goods; injury and harm to people; self-harm and abuse.

Your **knowledge and understanding** for this Unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation (eg whether you have responsibility to support the work of others); children and young people, parents, families, carers and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the Unit

The values underpinning this Unit have been derived from the key purpose statement¹, the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of Care Unit HSC34. To achieve this Unit you must demonstrate that you have applied the principles of care outlined in Unit HSC34 in your practice and through your knowledge.

Evidence Requirements for the Unit

It is essential that you adhere to the Evidence Requirements for this Unit – please see details overleaf.

¹ The key purpose identified for those working in health and social care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

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SPECIFIC EVIDENCE REQUIREMENTS FOR THIS UNIT
<p>Simulation:</p> <ul style="list-style-type: none"> • Simulation is NOT permitted for any part of this unit.
<p>The following forms of evidence ARE mandatory:</p> <ul style="list-style-type: none"> • Direct Observation: Your assessor or an expert witness must observe you in real work activities which provide a significant amount of the performance criteria for most of the elements in this unit. • Reflective Account/professional discussion: These will be a description of your practice in particular situations such as how you have supported children and young people with additional requirements.
<p>Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:</p> <ul style="list-style-type: none"> • Questioning/professional discussion: May be used to provide evidence of knowledge, legislation, policies and procedures which cannot be fully evidenced through direct observation or reflective accounts. In addition the assessor/expert witness may also ask questions to clarify aspects of your practice. • Expert Witness: A designated expert witness may provide direct observation of practice, questioning, professional discussion and feedback on reflective accounts. • Witness testimony: Can be a confirmation or authentication of the activities described in your evidence which your assessor has not seen. This could be provided by a work colleague or service user. • Products: These can be records and reports, and may also be diary evidence of day to day practice in relation to implementation and evaluation of support programmes. You need not put confidential records in your portfolio, they can remain where they are normally stored and be checked by your assessor and internal verifier. If you do include them in your portfolio they should be anonymised to ensure confidentiality.
<p>GENERAL GUIDANCE</p> <ul style="list-style-type: none"> • Prior to commencing this unit you should agree and complete an assessment plan with your assessor which details the assessment methods you will be using, and the tasks you will be undertaking to demonstrate your competence. • Evidence must be provided for ALL of the performance criteria ALL of the knowledge and the parts of the scope that are relevant to your job role. • The evidence must reflect the policies and procedures of your workplace and be linked to current legislation, values and the principles of best practice within the Care Sector. This will include the National Service Standards for your areas of work and the individuals you care for. • All evidence must relate to your own work practice.

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KNOWLEDGE SPECIFICATION FOR THIS UNIT

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to provide evidence for ALL knowledge points listed below. There are a variety of ways this can be achieved so it is essential that you read the ‘knowledge evidence’ section of the Assessment Guidance.

You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
Values	
1 Legal and organisational requirements on equality, diversity, discrimination, rights , confidentiality, sharing of information and the rights of children and young people nationally, and through the UN Convention on the Rights of the Child.	
2 How to provide active support and place the preferences and best interests of children and young people at the centre of everything you do when working with and developing, implementing and evaluating programmes and activities for children and young people with additional requirements.	
3 How to ensure that you protect the rights and the interests of children and young people taking account of any limitations on their rights and those of parents.	
4 How to work in partnership with children and young people, parents, families, carers and those within and outside your organisation to enable the children and young people with additional needs to communicate and meet their needs, wishes and preferences.	
5 Dilemmas between: (a) the children and young people’s views, preferences, aspirations and expectations, and your role and responsibilities for their care and protection (b) your own values and those of children and young people, their parents, families, carers and key people (c) your own professional values and those of others within and outside your organisation	
6 Methods that are effective in promoting equality and diversity and dealing with and challenging discrimination when working with children and young people with additional requirements.	
Legislation and organisational policy and procedures	
7 Codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when working with and developing, implementing and evaluating programmes and activities for children and young people with additional requirements.	

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You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
<p>8 Current local, UK legislation and organisational requirements, procedures and practices for:</p> <ul style="list-style-type: none"> (a) data protection, including recording, reporting, storage, security and sharing of information (b) health and safety (c) risk assessment and management (d) dealing with comments and complaints (e) promoting the well-being and protection of children and young people (f) parental rights and responsibilities (g) working with parents, families and carers to promote the well-being and life chances of children and young people (h) working with and developing, implementing and evaluating programmes and activities for children and young people with additional requirements 	
<p>9 Working with children and young people with additional requirements frameworks and guidance on:</p> <ul style="list-style-type: none"> (a) assessment (b) education (c) health 	
<p>10 Practice and service standards relevant to your work setting and when working with and developing, implementing and evaluating programmes and activities for children and young people with additional requirements.</p>	
<p>11 How to access records and information on the needs, views, wishes and preferences of children and young people, parents, families and carers.</p>	
<p>12 The purpose of, and arrangements for your supervision and support.</p>	
Theories and practice	
<p>13 How and where to access information and support that can inform your practice when working with and developing, implementing and evaluating programmes and activities for children and young people with additional requirements.</p>	
<p>14 Government reports, inquiries and research reports into serious failures to protect children and young people with additional needs.</p>	
<p>15 Theories relevant to children and young people with whom you work, about:</p> <ul style="list-style-type: none"> (a) human growth and development related to children and young people, including factors and conditions that can benefit and/or inhibit development (b) identity and self-esteem (c) loss and change (d) conflicts and dilemmas (e) power, and how it can be used and abused when working with children and young people with additional requirements (f) the effects of stress and distress (g) working with and developing, implementing and evaluating programmes and activities for children and young people with additional requirements 	

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You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
<ul style="list-style-type: none"> (h) positive and negative sources and reinforcement that can affect the child/young person's confidence, identity and self-esteem (i) the additional needs and conditions of children and young people with whom you will be working (j) motivation and enabling children and young people to participate to their utmost abilities 	
16 Working in integrated ways that promote children and young people's well-being.	
17 The responsibilities and limits of your relationships with children and young people.	
18 Methods of effective communication and engagement of children and young people, their parents, families and carers.	
19 Factors that cause risks and those that ensure safe and effective care for children and young people with additional needs.	
20 The importance of stable family, adult and peer relationships and the impact of disruption, including placement disruption.	
21 How to work with, and resolve conflicts that you are likely to meet.	
22 Conditions and issues you are likely to face in your work with children and young people and parents, families and carers.	
23 Methods of supporting children and young people with additional needs to: <ul style="list-style-type: none"> (a) express their needs, wishes and preferences (b) identify how their care needs should be met 	
24 Methods of: <ul style="list-style-type: none"> (a) effective communication and engagement with children and young people generally, and specifically with those with whom you are working (b) involving children and young people in activities in ways that are appropriate to the age of the child and young person, their level of development and understanding and their additional needs (c) working with parents, families and carers to support children and young people (d) how children's different needs might require handling techniques (e) working with children and young people who have been abused, bullied, persecuted, who are at risk of harm or danger, of becoming involved in offending behaviour 	
25 Factors that cause risks and those that ensure safe and effective care for children and young people.	
26 The importance of stable family, adult and peer relationships and the impact of disruption, including placement disruption.	
27 How to work with, and resolve conflicts that you are likely to meet.	
28 Factors which ensure safe and effective care for children and young people, including secure attachments.	

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You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
29 The type of equipment and aids children and young people with whom you work may use, how to use them, how they should be maintained and who to contact if they are defective or need upgrading.	
30 Methods and formats for structured activities and programmes and planning, monitoring, observing and recording.	
31 The importance of identifying if children and young people are distressed or uncomfortable when they are participating in activities and programmes.	
32 How to support parents and carers to manage the risks to children and young people with their development and independence.	
33 The importance and value of parent's knowledge and expertise about their children.	
34 The nature of relationships within families and the importance of encouraging other family members to be actively involved with the child/young person.	

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HSC316.1 Contribute to the assessment of children and young people’s specific developmental levels and support needs

Performance criteria		DO	RA	EW	Q	P	WT
1	You work with children and young people, parents, families, carers and others to identify assessment frameworks and processes that are relevant to assessing the specific development and support needs of children and young people with additional requirements.						
2 2	You provide active support to enable children and young people to understand: (a) the nature and purpose of the assessment (b) the activities they will be required to carry out for the assessment						
3	You support and encourage children and young people, parents, families and carers to identify and communicate their needs, views, concerns, preferences and choices about the assessments.						
4	You identify areas of potential disagreement and conflict and agree how these will be managed.						
5 5	You work with children and young people, parents, families and carers to: (a) put them at their ease about the assessment procedures (b) support them through the assessments (c) support them to understand the outcomes and the implications for children and young people (d) ensure that the expertise, experience and culture of children, young people, their parents or carers are recognised throughout the assessment process						
6	You carry out the assessment activities for which you are responsible.						
7	You contribute and support others to carry out assessment activities.						
8 8	You contribute to recording and reporting on the assessments: (a) within your role and responsibilities (b) within confidentiality agreements (c) according to legal and organisational requirements						

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DO = Direct Observation
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RA = Reflective Account
 P = Product (Work)

Q = Questions
 WT = Witness Testimony

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HSC316.2 Support the implementation of programmes and support activities to meet the needs of children and young people with additional needs

Performance criteria		DO	RA	EW	Q	P	WT
1	You contribute to identifying resources within and outside your organisation that could: <ul style="list-style-type: none"> (a) meet children and young people's assessed needs (b) support children and young people to participate in activities (c) manage any identified risks 						
2	You work with children and young people, parents, families, carers and others to identify the options available to meet the children and young people's assessed needs and the support they require.						
3	You work with children and young people, parents, families and carers to identify their views, wishes and preferred options about programmes and support activities.						
4	You carry out the activities for which you are responsible to enable the children and young people to participate in programmes and support activities.						
5	You observe and monitor any changes in the children and young people when supporting them to participate in programmes and support activities.						
6-6	You take appropriate action: <ul style="list-style-type: none"> (a) when you identify any changes in children and young people as they participate in programmes and support activities (b) when children and young people identify any changing needs, wishes and preferences for programmes and support activities and the support they are receiving to participate in them (c) to address any problems that arise when implementing the agreed programmes and support activities 						
7	You seek extra support and advice when the support required by children and young people, parents, families and carers is outside your competence to deal with.						

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HSC316.2 Support the implementation of programmes and support activities to meet the needs of children and young people with additional needs (cont)

Performance criteria		DO	RA	EW	Q	P	WT
8	You seek additional help to address your own personal and emotional needs when supporting children and young people to participate in programmes and support activities.						

HSC316.3 Contribute to evaluating children and young people’s participation in programmes and support activities

Performance criteria		DO	RA	EW	Q	P	WT
1	You observe and analyse the impact of the programmes and support activities on children and young people identifying: <ul style="list-style-type: none"> (a) positive aspects (b) aspects of the programmes and support activities that could be improved 						
2	You check your observations and analysis with children and young people, parents, families, carers and others.						
3	You work with children and young people, parents, families and carers within the evaluation process in ways that respect their views, wishes and preferences.						
4	You encourage and support children and young people, parents, families, carers and others to evaluate aspects of programmes and support activities that: <ul style="list-style-type: none"> (a) have been beneficial to the child/young person (b) need improving (c) need amending to meet changes in the child/young person’s needs, age, abilities and level of development and understanding 						
5	You encourage and support children and young people, parents, families, carers and others to evaluate aspects of your support that: <ul style="list-style-type: none"> (a) achieved positive results (b) could be improved 						

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HSC316.3 Contribute to evaluating children and young people’s participation in programmes and support activities (cont)

Performance criteria		DO	RA	EW	Q	P	WT
6	You contribute to reviewing the impact of the programmes and support activities against the intended outcomes.						
7.7	You support children and young people, parents, families and carers to understand: <ul style="list-style-type: none"> (a) any changes that will be made to the children and young people’s programmes and support activities (b) when and by whom any changes will be made (c) how any changes with resource implications will be resourced 						

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To be completed by the Candidate

I SUBMIT THIS AS A COMPLETE UNIT

Candidate's name:

Candidate's signature:

Date:

To be completed by the Assessor

It is a shared responsibility of both the candidate and assessor to claim evidence, however, it is the responsibility of the assessor to ensure the accuracy/validity of each evidence claim and make the final decision.

I CERTIFY THAT SUFFICIENT EVIDENCE HAS BEEN PRODUCED TO MEET ALL THE ELEMENTS, PCS AND KNOWLEDGE OF THIS UNIT.

Assessor's name:

Assessor's signature:

Date:

Assessor/Internal Verifier Feedback

To be completed by the Internal Verifier if applicable

This section only needs to be completed if the Unit is sampled by the Internal Verifier

Internal Verifier's name:

Internal Verifier's signature:

Date: