

SCDCCLD0403

Lead programmes for the promotion of children and young people's development



Overview

This standard identifies the requirements when leading programmes for the promotion of children and young people's holistic development. This includes co-ordinating procedures for the regular monitoring and assessment of children and young people's development, ensuring provision meets the developmental needs of children and young people and ensuring provision supports positive behaviour of children and young people. You will also be expected to monitor records and recording procedures for the assessment of the development of children and young people.

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Performance criteria

Lead procedures for the regular monitoring, assessment and review of children and young people's development

You must be able to:

- P1 lead procedures for the regular observation, assessment and review of the children or young people's development
- P2 clearly define the roles and responsibilities of those involved in procedures for the regular observation, assessment and review of the children or young people's development
- P3 allocate sufficient time and resources to those involved in carrying out regular observations, assessments and reviews of children or young people's development
- P4 ensure **active participation** of the children or young people and where appropriate their parents and carers in the observation, assessment and review of the children or young people's development
- P5 ensure assessments of the children or young people are **child and young person centred**, valid and reliable, drawing on a range of different information sources
- P6 work with **others** to develop the use of different methods for observing and assessing the children or young people
- P7 ensure that observations, assessments and reviews are recorded accurately, coherently and in line with **work setting** requirements

Ensure provision meets the developmental needs of children and young people

You must be able to:

- P8 use monitoring information to inform provision to meet the **developmental needs** of children and young people
- P9 work with others to plan balanced and flexible child or young person centred provision to meet the individual preferences, needs and **abilities** of the child or young person
- P10 identify types of additional support for children and young people who require it and ensure this support is available, according to your role and responsibility, involving the child or young person and their parents and carers where appropriate
- P11 ensure active participation of the child and young person in planning provision to meet their developmental needs, according to their preferences, needs and abilities
- P12 lead on the regular monitoring and recording of the progress of individual children and young people

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Ensure provision supports positive behaviour of children and young people

You must be able to:

- P13 co-ordinate systems, procedures and practices that support positive behaviour of the child and young person
- P14 ensure the child or young person is actively involved in identifying the behaviours expected of themselves and others in the work setting, taking into account their preferences, needs and abilities
- P15 ensure the expectations for the child or young person's positive behaviour are communicated to others and parents and carers where appropriate
- P16 identify methods and techniques for supporting positive behaviour in partnership with the child or young person, others and parents and carers where appropriate
- P17 lead the implementation of methods and techniques for supporting positive behaviour in partnership with the child or young person, others and parents and carers where appropriate
- P18 work with the child or young person, and their parents or carers where appropriate, to establish and maintain positive relationships
- P19 regularly evaluate the effectiveness of the support for positive behaviour offered by the provision
- P20 co-ordinate the implementation of improvements to the support for positive behaviour offered by the provision

Monitor records and recording procedures for the assessment of the development of children and young people

You must be able to:

- P21 monitor records and recording procedures to ensure that records of the developmental needs of the child or young person are regularly and accurately updated
- P22 evaluate records and recording procedures for the assessment of the development of children and young people
- P23 ensure the active participation of the child or young person and their parents or carers where appropriate in the recording of information in the child or young person's personal learning and development plan
- P24 regularly monitor the understanding of those involved in keeping records of the child or young person's developmental progress
- P25 support the maintenance of confidential and secure records about the child or young person, according to legal and work setting **policies and procedures**
- P26 take responsibility for the work setting referral systems where concerns are expressed about a child or young person's developmental progress

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Knowledge and understanding

You need to know and understand:

Rights

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination
- K5 the rights that key people, children and young people have to make complaints and be supported to do so
- K6 conflicts and dilemmas that may arise in relation to rights and responsibilities and how to address them

Your practice

You need to know and understand:

- K7 legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K8 your own background, experiences and beliefs that may have an impact on your practice
- K9 your own roles, responsibilities and accountabilities with their limits and boundaries
- K10 the roles, responsibilities and accountabilities of others with whom you work
- K11 how to access and work to procedures and agreed ways of working
- K12 the meaning of person-centred/child centred working and the importance of knowing and respecting each child and young person as an individual
- K13 the prime importance of the interests and well-being of children and young people
- K14 the child and young person's cultural and language context
- K15 how to build trust and rapport in relationships with others, key people and children and young people
- K16 how your power and influence as a worker can impact on relationships
- K17 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- K18 how to work in partnership with children and young people, key people and others
- K19 how to manage ethical conflicts and dilemmas in your work

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- K20 how to challenge poor practice
- K21 how and when to seek support in situations beyond your experience and expertise

Theory for practice

You need to know and understand:

- K22 The nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K23 factors that promote positive health and wellbeing of children and young people
- K24 theories underpinning our understanding of child development and learning, and factors that affect it
- K25 theories about attachment and its impact on children and young people

Communication

You need to know and understand:

- K26 factors that can affect communication and language skills and their development in children and young people
- K27 methods to promote effective communication and enable children and young people to communicate their needs, views and preferences

Personal and professional development

You need to know and understand:

- K28 principles of reflective practice and why it is important
- K29 your role in developing the professional knowledge and practice of others
- K30 how to use and promote evidence based practice

Health and Safety

You need to know and understand:

- K31 legal and statutory requirements for health and safety
- K32 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K33 practices for the prevention and control of infection

Safeguarding

You need to know and understand:

- K34 legislation and national policy relating to the safe-guarding and protection of children and young people
- K35 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

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- K36 indicators of potential harm or abuse
- K37 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K38 what to do if you have reported concerns but no action is taken to address them
- K39 local systems and multi-disciplinary procedures that relate to safeguarding and protection from harm or abuse

Handling information

You need to know and understand:

- K40 legal requirements, policies and procedures for the security and confidentiality of information
- K41 legal and work setting requirements for recording information and producing reports
- K42 principles of confidentiality and when to pass on otherwise confidential information
- K43 how to record written information with accuracy, clarity, relevance and an appropriate level of detail
- K44 how and where ICT can and should be used for communicating, recording and reporting

Multi-disciplinary working

You need to know and understand:

- K45 the purpose of working with other professionals and agencies
- K46 the remit and responsibilities of other professionals and agencies involved in multi-disciplinary work

Leading practice

You need to know and understand:

- K47 theories about leadership
- K48 standards of practice, service standards and guidance relating to the work setting
- K49 national and local initiatives to promote the well-being of children and young people
- K50 lessons learned from government reports, research and inquiries into serious failures of health or social care practice and from successful interventions
- K51 methods of supporting others to work with and support children and young people, key people and others
- K52 how to contribute to the development of systems, practices, policies and procedures
- K53 techniques for problem solving and innovative thinking

Risk management

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You need to know and understand:

- K54 principles of risk assessment and risk management
- K55 principles of positive risk-taking

Specific to this NOS

You need to know and understand:

- K56 the **transitions** that children and young people may go through
- K57 pre-birth development and growth and external influences which can affect foetal growth and a baby's brain development
- K58 detailed knowledge and understanding of children and young people's development from conception to 21 years, including physical development, linguistic, communication, cognitive, social and emotional development
- K59 how to manage and organise environments for children or young people that facilitate emotionally secure attachments and encourage emotional well-being, emotional intelligence
- K60 how to provide programmes and activities to support cognitive development and learning
- K61 how to provide programmes and activities to support communication, language and literacy
- K62 how to provide programmes and activities to support physical development
- K63 how to provide programmes and activities to support emotional and social development
- K64 your setting's procedures for observing, assessing and recording and how these link to curriculum frameworks followed in your home country
- K65 how to encourage realistic, positive, consistent and supportive responses to the behaviour of the children or young people within your work setting
- K66 how to promote healthy lifestyles for children or young people in your service; such as healthy eating and exercise, in accordance with national guidelines
- K67 how to provide information and support for children or young people's health and well-being

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Additional Information

Scope/range related to performance criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

The use of the terms 'child' or 'children' in this standard may refer to your work on an individual or group basis.

Note: Where a child or young person finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates to represent the views and best interests of the child or young person.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

Abilities. This is what the baby, child or young person is able to achieve or accomplish. This may or may not be in line with developmental norms for babies, children or young people of the same or a similar age.

Active participation is a way of working that regards children and young people as active partners in their own care or support rather than passive recipients. Active participation recognises each child and young person's right to participate in the activities and relationships of everyday life as independently as possible

Child centred approaches are those that fully recognise the uniqueness of the child or young person and establish this as the basis for planning and delivery of care and support

Developmental needs What a child or young person requires to further develop

Others are your colleagues and other professionals whose work contributes to the child or young person's well-being and who enable you to carry out your role

Policies and procedures are formally agreed and binding ways of working that apply in many settings. Where policies and procedures do not exist, the term includes other agreed ways of working.

The **work setting** may be in someone's home, within an organisation's premises, in the premises of another organisation, out in the community

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Scope/range related to knowledge and understanding

All knowledge statements must be applied in the context of this standard.

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

Developmental changes can include milestones such as learning to crawl, walk, toilet training, going through puberty and the initial stages of adulthood.

Factors that may affect the health, wellbeing and development may include: family circumstances; folic acid during pregnancy; a healthy diet; positive mental health; physical health; strong social networks; supportive family structure; adverse circumstances or trauma before or during birth; autistic spectrum conditions; discrimination; domestic violence; foetal alcohol syndrome; harm or abuse; injury; learning disability; medical conditions (chronic or acute); physical disability; poverty; profound or complex needs; sensory needs; social deprivation; and substance misuse

Transitions may include starting nursery for the first time, moving from nursery to school, moving home, the birth of a sibling, other changes affecting the child or young person

Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

- To be treated as an individual
- To be treated equally and not be discriminated against
- To be respected
- To have privacy
- To be treated in a dignified way
- To be protected from danger and harm
- To be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- To communicate using their preferred methods of communication and language
- To access information about themselves

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