

## SCDCCLD0409

### Lead the support of children's communication



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#### Overview

This standard identifies the requirements when leading the assessment, evaluation and support of children's communication. This includes supporting assessment of children's communication, language and literacy, facilitating the provision of an environment that promotes and enhances children's communication, language and literacy. It also includes supporting the monitoring, evaluation and planning of improvements in children's communication, language and literacy.

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### Performance criteria

#### Support the assessment of children's communication, language and literacy

*You must be able to:*

- P1 identify relevant assessment and **curriculum framework** requirements
- P2 contribute to the development of systems to assess **children's communication**, language and literacy
- P3 use observation and feedback from reliable sources including the child, the **family** and **key people** to facilitate children's communication, language and literacy
- P4 promote the **active participation** of the children, their families and key people when undertaking assessments
- P5 promote a **child centred approach** in the assessment of children's communication, language and literacy
- P6 support **others** to recognise different aspects of communication, language and literacy that may be included in the assessment
- P7 support others to identify and refer concerns promptly to the appropriate agency or professional
- P8 work with others to effectively **reflect on practice** by modelling reflective skills

#### Support the provision of an environment that promotes and enhances children's communication, language and literacy

*You must be able to:*

- P9 support the planning and develop of programmes and activities that promotes children's communication, language and literacy
- P10 check programmes and activities are suitable for children's abilities, needs and preferences and are in keeping with curriculum and assessment frameworks
- P11 collaborate with others to develop a rich learning environment that promotes and enhances the child's communication, language and literacy
- P12 promote the use of ICT to support communication, language and literacy
- P13 promote the use of routines and other opportunities are used to extend and develop communication, language and literacy for children
- P14 support others to ensure adequate and appropriate resources to support the child's communication, language and literacy
- P15 encourage responsive and sensitive interventions are in place to support learning

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- P16 promote equality of both access to, and participation in, communication programmes and activities that support the child's communication, language and literacy

#### **Support improved monitoring, evaluation and planning of the child's communication, language and literacy**

*You must be able to:*

- P17 support systems and procedures that monitor and evaluate the development of the child's communication, language and literacy in keeping with curriculum and assessment frameworks
- P18 facilitate the development of systems and procedures to evaluate provision to support the child's communication, language and literacy
- P19 use examples of current best practice and curriculum and assessment frameworks, to design and implement appropriate systems and procedures that monitor and evaluate the development of the child's communication, language and literacy
- P20 work with others to evaluate whether the provision is appropriate to child's age, needs and abilities
- P21 promote the active participation of children, families and key people when evaluating whether the provision is appropriate to their abilities, needs and preferences
- P22 identify issues for improvement and plan for continuous development and improvement
- P23 support the identification and prompt referral of concerns to the appropriate agency or professional

**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

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- K19 how to manage ethical conflicts and dilemmas in your work
- 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
- 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

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K53 techniques for problem solving and innovative thinking

### Risk management

*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 the requirement for **valid and reliable data** when making assessments of children's development: what this means, and how it can be implemented

K58 the requirements of current curriculum frameworks that operate in your setting

K59 your **work setting's** processes and procedures for observing, assessing and recording

K60 how your settings processes and procedures link to external or curriculum frameworks

K61 the circumstances and rationale for the use of **formative** and **summative assessments** within your setting or service

K62 relevant theory and research into the influences on children's communication development and how this research may influence practice

K63 the expected pattern of communication development of children with whom you work

K64 the importance of early intervention and how this can be set in motion within the context of your work

K65 the role of others with whom you work in particular, speech and language therapists and others involved in communication, language and literacy

K66 specific issues relating to children learning through an additional language

K67 the developmental nature of childhood and the holistic, integrated nature of development

K68 the significance of children's communication, language and literacy in underpinning their learning and development

K69 methods to support literacy

K70 how to incorporate communication, language and literacy development into areas of play, imagination and learning in ways that are meaningful and enjoyable for children

K71 different types of verbal and non-verbal communication that may be used, including strategies for children requiring additional support to communicate

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K72 the types of resources, equipment, activities and experiences that are most productive in the development of communication, including ICT



### 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.

**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

**Children** are those with whom you are working, except where otherwise stated

**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

**Communication** may include using the child or young person's preferred spoken language, the use of signs, the use of symbols or pictures, writing, objects of reference, communication passports, other non verbal forms of communication; human and technological aids to communication

**Curriculum frameworks** are the standards and guidance that set out the expectations and requirements for learning and development for pre-school and school age children and young people

**Families** includes parents (mothers and fathers) and carers and extended and chosen families who contribute significantly to the well-being of babies,

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children or young people and who may or may not have legal responsibility

**Key people** are those who are important to a child or young person and who can make a difference to his or her well-being. Key people may include parents, family, friends, carers and others with whom the child or young person has a supportive relationship.

**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

**Reflective practice** is the process of thinking about and critically analysing your actions with the goal of changing and improving occupational practice

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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.

**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

**Formative assessment** is an initial and on-going assessment

**Summative assessment** is an assessment that summarises findings

**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

**Valid and reliable data** are data that has solid foundation and justification and that is accurate

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

### 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

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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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<b>Developed by</b>	Skills for Care & Development
<b>Version number</b>	1
<b>Date approved</b>	March 2012
<b>Indicative review date</b>	December 2014
<b>Validity</b>	Current
<b>Status</b>	Original
<b>Originating organisation</b>	Skills for Care & Development
<b>Original URN</b>	CCLD 409
<b>Relevant occupations</b>	Childcare and Related Personal Services; Child Development and Well Being; Direct learning support; Education and training; Education Workers; Health, Public Services and Care; Public Service and Other Associate Professionals; Teachers; Working with Young Children
<b>Suite</b>	Children's Care Learning and Development
<b>Key words</b>	Lead, support, communication