

SCDCCLD0209

Support a child with additional support needs



Overview

This standard identifies the requirements when supporting the care, learning and development of a child with additional support needs. You will be able to support a child with additional support needs by providing care and encouragement, enable them to participate in activities and experiences and support the child and key people, according to the procedures of the setting

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Performance criteria

Support a child with additional support needs by providing care and encouragement

You must be able to:

- P1 seek information about the **child's** individual needs from **others** and the child and **key people**
- P2 follow the child's individual plan as a basis for their care and participation
- P3 promptly refer to others any concerns about the child, according to the procedures of your setting
- P4 give praise and reward for the child's efforts and achievements
- P5 sensitively support and care for the child, making sure that what you do is suitable for the child's needs and abilities
- P6 communicate effectively with the child, seeking advice and support to overcome any communication difficulties

Provide support to help the child to participate in activities and experiences

You must be able to:

- P7 observe the child in everyday activities, identifying any **barriers to participation** in activities and experiences
- P8 offer alternative activities if required
- P9 use any specialist aids and equipment as required
- P10 adapt the environment, including layout of furniture and accessibility of equipment
- P11 encourage children's positive behaviour

Support the child and key people according to the procedures of the setting

You must be able to:

- P12 seek help from others when you require information or support
- P13 record children's progress according to agreed methods
- P14 provide personalised support to the child and key people
- P15 support key people to participate in activities with children, as required by your setting
- P16 give feedback about a child's progress to the child and other adults as required

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Knowledge and understanding

You need to know and understand:

Rights

- K1 work setting requirements on equality, diversity, discrimination and rights
- K2 your role supporting rights, choices, wellbeing and active participation
- K3 your duty to report anything you notice people do, or anything they fail to do, that could obstruct children's rights
- K4 the actions to take if you have concerns about discrimination
- K5 the rights that key people and children have to make complaints and be supported to do so

You need to know and understand:

How you carry out your work

- K6 codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard
- K7 the main items of legislation that relate to the content of this standard within your work role
- K8 your own background, experiences and beliefs that may affect the way you work
- K9 your own roles and responsibilities with their limits and boundaries
- K10 who you must report to at work
- K11 the roles and responsibilities of other people with whom you work
- K12 how to find out about procedures and agreed ways of working in your work setting
- K13 how to make sure you follow procedures and agreed ways of working
- K14 the meaning of child centred working and the importance of knowing and respecting each child or young person as an individual
- K15 the prime importance of the interests and well-being of the child or young person
- K16 the child's cultural and language context
- K17 how to work in ways that build trust with key people and children
- K18 how to work in ways that support the participation of children
- K19 how to work in ways that respect the child's dignity, personal beliefs and preferences
- K20 how to work in partnership with people
- K21 what you should do when there are conflicts and dilemmas in your work
- K22 how and when you should seek support in situations beyond your experience and expertise

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Theory for practice

You need to know and understand:

- K23 the **factors that may affect the health, wellbeing and development** of children
- K24 how these affect children in different ways
- K25 the main stages of child development

Communication

You need to know and understand:

- K26 the importance of effective communication in the work setting
- K27 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K28 ways to support communication skills which enable children and young people to express their needs, views and preferences

Personal and professional development

You need to know and understand:

- K29 why it is important to reflect on how you do your work
- K30 how to use your reflections to improve the way you work

Health and Safety

You need to know and understand:

- K31 your work setting policies and practices for health, safety and security
- K32 practices that help to prevent and control infection

Safeguarding

You need to know and understand:

- K33 the duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K34 signs and symptoms of harm or abuse of children
- K35 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K36 what to do if you have reported concerns but no action is taken to address them

Handling information

You need to know and understand:

- K37 legal requirements, policies and procedures for the security and confidentiality of information
- K38 work setting requirements for recording information and producing reports including the use of electronic communication

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- K39 what confidentiality means
- K40 how to maintain confidentiality in your work
- K41 when and how to pass on information

Specific to this NOS

You need to know and understand:

- K42 the **transitions** that children and young people may go through
- K43 how to adapt activities and experiences to enable the child to take part, in consultation with others
- K44 laws and codes of practice affecting provision for children with **additional support needs** within your home country
- K45 the rights of children and key people who are eligible for direct payments and the processes involved.
- K46 the rationale for the personalisation of care and how this can work in practice
- K47 the impact of direct payments on care of children with additional support needs
- K48 the meaning and application of 'participation' and why this is important.
- K49 specialist local and national support and information that is available for children with additional support needs
- K50 partnerships with parents and key people are at the heart of provision as they know most about their child and how partnerships can be encouraged
- K51 the importance of not labelling children and having realistic expectations
- K52 how **integration** and inclusion works in your setting and local area and the reasons for its benefits or otherwise
- K53 details about particular additional support needs affecting the children in your care
- K54 how to use **Augmentative and Alternative Communication** and assist children through use of all their available sense
- K55 the range of commonly used **assistive technology** in mainstream work contexts
- K56 how the provision supports all children including gifted children and those with occasional and longer term support needs"
- K57 planning for each child's individual requirements in partnership with others
- K58 what barriers may exist preventing children's participation and how to remove these barriers
- K59 how to make sure what you do is suitable for all the children you work with, according to their needs and abilities
- K60 what specialist aids and equipment are available for the children

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you work with and how to use these safely
K61 the possible impact of having a child with additional support needs

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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.

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.

Barriers to participation are anything that prevents the child participating fully in activities and experiences offered by the setting or service

Children with whom you are working, except where otherwise stated

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

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Scope/range relating to knowledge and understanding

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.

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

Additional support needs are physical or mental impairments which have a substantial and long-term adverse effect on the child's ability to carry out normal day-to-day activities. They includes special educational needs (SEN) which can mean that children with special educational needs learn differently from most children of the same age. These children may need extra or different help from that given to other children

Assistive technology is technology that supports a child's ability to participate in the setting. It is a broad term that includes items ranging from e.g. a simple foam wedge for positioning to sophisticated power mobility devices

Augmentative and Alternative Communication (AAC) refers to any device, system or special method of communication that helps individuals with communication difficulties to communicate more easily and effectively: e.g. symbols, communication boards, voice output communication aids, sign language or facial expressions and gestures

Factors that may affect the health, wellbeing and development may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; discrimination; domestic violence; family circumstances; foetal alcohol syndrome; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse

Integration is inclusion of children with disabilities or special educational needs in mainstream settings

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

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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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Developed by	Skills for Care & Development
Version number	1
Date approved	March 2012
Indicative review date	December 2014
Validity	Current
Status	Original
Originating organisation	Skills for Care & Development
Original URN	CCLD 209
Relevant occupations	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
Suite	Children's Care Learning and Development
Key words	support, additional needs