

SCDHSC0315

Work with children and young people with additional requirements to meet their personal support needs



Overview

This standard identifies the requirements when you work with children and young people with additional requirements to meet their personal support needs. This includes working with children and young people to develop plans to meet their personal support needs and supporting them to implement these plans. It also includes contributing to evaluation of how effective the plans and activities have been in meeting their personal support needs.

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Performance criteria

Support children and young people with additional requirements to identify their personal support needs

You must be able to:

- P1 work with the **child or young person, key people** and **others** to identify the child or young person's **personal support needs**
- P2 seek information to help you understand the child or young person's personal support needs and plan how to address them
- P3 work with the child or young person, key people and others to identify different ways the child or young person's personal support needs can be met
- P4 support the child or young person to **communicate** their views and preferences about how their personal support needs should and could be met, taking account of their **level of development**

Support children and young people to address their personal support needs

You must be able to:

- P5 confirm your understanding of the personal support needs of the child and young person for whom you are responsible
- P6 support the child or young person to identify how their own skills, abilities, experience and knowledge can help meet their own personal support needs
- P7 ensure that plans for personal support needs take account of the child or young person's privacy and dignity and maximise opportunities to develop their skills for independence
- P8 assist the child or young person to meet their personal support needs, taking account of and managing **risks**
- P9 promote **active participation** to enable the child or young person to carry out activities that support their personal needs, taking account of their expressed wishes and preferences, any risks and **care or support plan** requirements
- P10 work sensitively with the child or young person to help them understand and manage the frustrations they may feel when seeking and accepting help
- P11 support the child or young person, key people and others to identify any changes in the child or young person's personal support needs
- P12 take sensitive and appropriate action to take account of any changing personal support needs
- P13 seek extra support when you are having difficulty supporting the child or young person to address their personal needs
- P14 seek additional help to address any personal and emotional needs of your own when supporting the child or young person

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Contribute to evaluating the effectiveness of activities to meet children and young people's personal support needs

You must be able to:

- P15 agree with **others** your role and responsibilities in evaluating the effectiveness of activities to meet the child or young person's personal support needs
- P16 carry out your own responsibilities in the evaluation
- P17 support the child or young person and key people to provide feedback on the effectiveness of activities in addressing personal support needs
- P18 contribute to evaluating where activities have been beneficial to the child or young person and where activities need amending to meet changes in the child or young person
- P19 support the child or young person, key people and others to evaluate aspects of your own contribution that achieved positive results and any that could be improved
- P20 work with the child or young person and key people within the evaluation process in ways that respect their views, wishes and preferences

Contribute to making changes in activities to meet children and young people's personal support needs

You must be able to:

- P21 identify with others what additional expertise is required to meet the child or young person's current and future personal support needs
- P22 identify with others how any additional help and support can be accessed and who should be responsible for this
- P23 identify with others who should be responsible for any additional help and support
- P24 identify with others any changes that need to be implemented when supporting the child and young person's additional personal support needs
- P25 support the child or young person and key people to understand any changes that will be made to meet the child or young person's personal support needs
- P26 support the child or young person and key people to understand when and by whom any changes will be made
- P27 support the child or young person and key people to understand how any changes that have resource implications will be resourced

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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 human 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 children and young people have to make complaints and be supported to do so

Your practice

You need to know and understand:

- K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 your own background, experiences and beliefs that may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person centred/child centred working and the importance of knowing and respecting each child or young person as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 the child or young person's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with children, young people, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience and expertise

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Theory

You need to know and understand:

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K22 theories underpinning our understanding of child development and factors that affect it
- K23 theories about attachment and its impact on children and young people

Communication

You need to know and understand:

- K24 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K25 methods and techniques to promote 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:

- K26 principles of reflective practice and why it is important

Health and Safety

You need to know and understand:

- K27 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K28 practices for the prevention and control of infection in the context of this standard

Safeguarding

You need to know and understand:

- K29 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K30 indicators of potential or actual harm or abuse
- K31 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K32 what to do if you have reported concerns but no action is taken to address them

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Handling information

You need to know and understand:

- K33 legal requirements, policies and procedures for the security and confidentiality of information
- K34 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K35 principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

You need to know and understand:

- K36 how to access records and information on the needs, views, wishes and preferences of children and young people, parents, families and carers
- K37 theories about motivation and enabling children and young people to participate to their utmost abilities
- K38 methods of 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
- K39 methods of 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
- K40 theories relevant to the children and young people with whom you work about loss and change
- K41 theories relevant to the children and young people with whom you work about the effects of stress and distress
- K42 theories relevant to the children and young people with whom you work, about motivation and its effects on enabling children and young people to deal with their own health and social well-being
- K43 factors that cause risks and those that ensure safe and effective care for children and young people
- K44 how children's different needs might require different techniques
- K45 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
- K46 the importance of identifying if children and young people are distressed or uncomfortable when their personal support needs are being met
- K47 how to support parents and carers to manage the risks to children and young people with their development and independence

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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 or others who are able 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 individuals as active partners in their own care or support rather than passive recipients. Active participation recognises each individual's right to participate in the activities and relationships of everyday life as independently as possible

A **care or support plan** is a formal plan that must be developed and agreed with the individual and/or those who are able to represent the individual's best interests. It addresses the holistic needs of the individual and contains information on all aspects of that person's care requirements. The care or support plan must underpin the individual's care and support within any health or social care setting

The **child or young person** from birth to 18 years of age who requires health and care services; also to 21 where the child or young person is still eligible through legislation or policy to receive children and young people's services

To **communicate** 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

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

Level of development includes the cognitive, linguistic, physical, social, emotional and intellectual level of the child or young person

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

Personal support needs may include needs such as going to the toilet, staying clean and tidy, managing their personal appearance

A **risk** takes account of the likelihood of a hazard occurring and may include the possibility of danger, damage or destruction to the environment and goods; the possibility of injury and harm to people

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Scope/range related 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.

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

Values

Adherence to codes of practice or conduct that may be applicable to your role, and the principles and values that underpin your work setting including the rights of children and adults. These include the rights that individuals have:

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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