SCDCCLD0408
Lead the physical, cognitive, emotional and social development of children

Overview
This standard identifies the requirements when leading the physical, cognitive, emotional and social development of children in partnership with the child, their family, key people and others. This includes how you facilitate the assessment and support of children’s physical, cognitive, social and emotional development. It also includes how you would facilitate children’s development through effective collection of data, monitoring and evaluation of provision.
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Performance criteria

Facilitate the assessment and support of children’s physical, cognitive, social and emotional development

You must be able to:

P1 identify relevant assessment and curriculum frameworks requirements
P2 use observation and feedback from others to support children’s physical, cognitive, social and emotional development
P3 promote the active participation of children, their family and key people when undertaking assessments
P4 promote a child centred approach in the assessment and support of children’s physical, cognitive, social and emotional development
P5 consider the children’s level of maturation and prior experiences when assessing development
P6 facilitate the development of programmes and activities to support the children’s physical, cognitive, social and emotional development.
P7 consider the age, preferences and needs of children when facilitating the development of programmes and activities
P8 consider the requirements of the relevant curriculum and assessment frameworks when facilitating the development of programmes and activities
P9 facilitate the development of programmes and activities to support children’s positive behaviour

Facilitate children’s development through effective collection of data, monitoring and evaluation of provision

You must be able to:

P10 inform your evaluation through the identification and support of relevant curriculum and assessment frameworks
P11 use formative and summative assessments when assessing children
P12 monitoring, evaluate and report on the progress of the child’s physical, cognitive, social and emotional development through the identification and collection of relevant data
P13 promote the active participation of the child, their family and key people when collecting information
P14 promote the active participation of the child, their family and key people during the monitoring and evaluation of provision
P15 ensure that others are consulted, and feedback obtained to inform evaluation of provision
P16 support the identification and prompt referral of concerns to the
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appropriate agency or professional

P17 use accepted methods and opportunities to reflect on practice
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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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<table>
<thead>
<tr>
<th>Course Components</th>
<th>Knowledge Areas</th>
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<td><strong>K20</strong></td>
<td>how to challenge poor practice</td>
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<tr>
<td><strong>K21</strong></td>
<td>how and when to seek support in situations beyond your experience and expertise</td>
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**Theory for practice**

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**Communication**

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**Personal and professional development**

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**Health and Safety**

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**Safeguarding**

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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**

- K56 the transitions that children and young people may go through
- K57 the requirement for validated and reliable data when making assessments of children's development, what this means, and how it can be implemented
- K58 how to involve the child and the family in observations and assessments to acquire background information
- K59 the requirements of current curriculum frameworks that operate in your area of work
- K60 the information and resources required, when planning and implementing plans and provision
- K61 your setting's processes and procedures for observing, assessing and recording
- K62 the use of formative and summative assessments within your setting or service
- K63 relevant research into the influences on how children develop and learn and how research may influence practice
- K64 principles of supporting positive behaviour in children, based on theoretical perspectives
- K65 preferred formats for recording information and rationale for their use
- K66 theoretical perspectives on children as learners and learning styles
- K67 role and purpose of play in how children develop and learn
- K68 the role of children's play in supporting physical, cognitive, emotional and social development and how play may be integrated into provision
- K69 methods and activities to support physical development in children
- K70 methods and activities to support cognitive development in children
- K71 methods and activities to support personal, social and emotional development in children
- K72 the need to consider that development depends on the child's level of maturation and prior experiences and why expectations should be realistic and take these into account
- K73 the importance of not overprotecting children and allowing them to develop and assess risk for themselves
- K74 policies, procedures, lines of reporting and accountability, and referral systems that are used in your setting and local area
- K75 materials and resources to support children's physical, cognitive, emotional and social development
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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.

**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.

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

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

**Physical, cognitive, social and emotional development** – the ability of the child to feel and demonstrate an increasing variety of emotions in an appropriate manner:
- cognitive – the growing ability of the child to develop thought, reasoning, concepts, concentration and attention
- physical - development of large and small muscles, co-ordination, balance, locomotion and spatial awareness
- social – the ability of the child to increasingly relate appropriately to others and to society in general
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**Families** includes parents (mothers and fathers) and carers and extended and chosen families who contribute significantly to the well-being of babies, children or young people and who may or may not have legal responsibility.

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

**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.

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

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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.

**Learning styles** are styles people prefer to use when learning and that help them to learn best, such as a focus on seeing, hearing or doing.

**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.
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and that is accurate

**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
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<th>Skills for Care &amp; Development</th>
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<td><strong>Date approved</strong></td>
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