

SCDCCLD0334

Deliver services to families, children and young people from diverse cultural and language communities



Overview

This standard relates to delivering services for children and families who are from diverse cultural and language backgrounds. This includes people from different nationalities who have migrated and it also includes people with distinctive cultural identities, such as the deaf community. Delivering services which are mindful of different cultural and language traditions shows your respect and validation for communities and is consistent with policies regarding human rights and equality and diversity.

This standard requires you to work with children and families to assess communication needs and specific cultural requirements, establish and maintain communication to support service delivery and monitor, and evaluate communication support to ensure the needs of children and families are met

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Performance criteria

You must be able to:

Work with families to assess cultural and communication requirements

- P1 demonstrate an attitude which actively shows respect for diversity and recognises cultural, religious and ethnic differences
- P2 explore different communication methods with the family, children or young person to facilitate communication
- P3 reflect on the ethical considerations of using children or other family members as translators
- P4 agree the family, child or young person's requirements for communication support
- P5 establish with the family, child or young person if there are any **cultural or religious practices** which need to be taken into consideration when delivering services
- P6 identify resources to support communication to facilitate the family, child or young person to engage with you and **others**
- P7 provide information to the family about local language and communication support services in a format that can be easily understood

Maintain communication to support service delivery

You must be able to:

- P8 communicate with the family, child or young person with an open and welcoming approach
- P9 agree with the family, child or young person their preferred **alternative method of communication**
- P10 encourage the family, child or young person to express their requirements of the service by using their preferred communication method
- P11 encourage the family, child or young person to share information about preferences, habits and routines by using their preferred communication method
- P12 accurately record the information provided and the communication methods used

Monitor communication and support to ensure the needs of children and families continue to be met

You must be able to:

- P13 monitor the progress of the communication being able to meet the family child or young person's requirements
- P14 identify any **communication problems or issues** arising as a result of communication differences

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- P15 agree with the family, child or young person and others how such problems or issues might be solved
- P16 evaluate the effectiveness of resources and services used to support communication
- P17 access the family, child or young person's views on the effectiveness of communication resources
- P18 agree and implement any changes to communication services or resources

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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

You need to know and understand:

Your practice

- K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 how your own background, experiences and beliefs 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 all children and young people as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 children and young people'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

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- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience and expertise

Theory for practice

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 factors that promote positive health and wellbeing of children and young people
- K23 theories underpinning our understanding of child development and learning, and factors that affect it
- K24 theories about attachment and impact on children and young people

Communication

You need to know and understand:

- K25 the importance of effective communication in the work setting
- K26 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K27 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:

- K28 principles of reflective practice and why it is important

Health and Safety

You need to know and understand:

- K29 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K30 practices for the prevention and control of infection

Safeguarding

You need to know and understand:

- K31 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K32 indicators of potential or actual harm or abuse
- K33 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K34 what to do if you have reported concerns but no action is taken to

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address them

Handling information

You need to know and understand:

- K35 legal requirements, policies and procedures for the security and confidentiality of information
- K36 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K37 principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

You need to know and understand:

- K38 the **transitions** that children and young people may go through
- K39 protocols for accessing resources around translation services and communication methods
- K40 how to access translation and interpreting services
- K41 the advantages and disadvantages of using outside agencies or services to support communication in the setting
- K42 ethical considerations in involving family for translation and interpreting
- K43 specific issues for children's development and learning in multilingual or bilingual settings
- K44 why it is important to evaluate the effectiveness of communication, and strategies you can use to do this
- K45 ways in which you could adapt the setting to support communication

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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.

Alternative method of communication This should be a full service which allows fluent communication and understanding. Where possible in important situations, children and family members should not be used as interpreters.

Communication problems or issues can include misunderstandings, misinterpretations, unintentional insults, etc.

Cultural or religious practices can include acknowledging feasts, fasts and festivals, dietary requirements, rituals surrounding prayer, etc.

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.

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

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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