

SCDCCLD0303

Promote the development of children and young people



Overview

This standard identifies the requirements when promoting the holistic development of children and young people; including their physical, emotional, social, linguistic, communication and cognitive development. You are required to observe and assess the developmental needs of children and young people in all aspects of their development, including physical, emotional, social, and linguistic and communication. You are required to reflect your observation and assessment findings and identify how they will impact on your practice. You will then be expected to work with children and young people and others to plan, implement and evaluate activities and experiences to promote their development.

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Performance criteria

Observe the holistic development of children and young people

- You must be able to:*
- P1 identify the reasons for observing and assessing development
 - P2 select appropriate techniques of observation and types of recording format
 - P3 obtain necessary permissions to observe the **child or young person** from the child or young person and **parents** and carers where appropriate
 - P4 discuss the observation with the child or young person to be observed and respond appropriately to their views, according to their preferences, needs and **abilities**
 - P5 minimise distractions during the observation and observe the child or young person without intruding or causing unnecessary stress
 - P6 observe the child or young person using appropriate techniques
 - P7 maintain confidentiality, according to **work setting** requirements and **policies and procedures**

Assess the development of children and young people

- You must be able to:*
- P8 undertake **formative** and **summative assessments** of the child or young person making sure they are based on observational findings and information from the child or young person, **others**, and parents and carers where appropriate
 - P9 record your assessments, maintaining confidentiality as appropriate to work setting requirements and policies and procedures
 - P10 share your findings with the child or young person, others and parents and carers as appropriate
 - P11 in keeping with parental permission and work setting requirements, refer concerns about the child or young person to relevant external agencies when required
 - P12 Reflect upon your assessment of child or young person's development and work with them to identify implications for future planning and practice

Plan provision to promote the learning and development of children and young people

- You must be able to:*
- P13 work with the child or young person to carry out **child and young person centred** planning, based on your assessment of the child or young person's developmental progress and your reflection on practice
 - P14 work with the child or young person to review and update their personal learning and development plan
 - P15 ensure the personal learning and development plan meets the

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preferences, needs and abilities of the individual child or young person

Implement and evaluate plans to promote learning and development

You must be able to:

- P16 work with the child or young person to implement their personal learning and development plan, taking into account their preferences, needs and abilities
- P17 provide access to **activities and experiences** which meet the preferences, needs and abilities of the child or young person as identified in their personal learning and development plan
- P18 promote the development of the child or young person by getting involved, where appropriate, in activities and experiences designed to meet the developmental needs of the child or young person, taking into account their preferences, needs and abilities

Evaluate plans to promote learning and development

You must be able to:

- P19 work with the child or young person to evaluate the effectiveness of their personal learning and development plan in promoting their development
- P20 evaluate the implementation of the personal learning and development plan with the child or young person
- P21 reflect on and record how well your practice has impacted on positive developmental outcomes for the child or young person, according to work setting requirements and policies and procedures

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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

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 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
- 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 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 address them

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You need to know and understand:

Handling information

- 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

You need to know and understand:

Specific to this NOS

- K38 the **transitions** that children and young people may go through
- K39 pre-birth development and growth and external influences which can affect foetal growth and a baby's brain development
- K40 a detailed understanding of the expected pattern of children and young people's development, from conception to 21 years of age including physical, emotional, social, cognitive, linguistic and communication development
- K41 how to provide a warm, safe, secure and encouraging environment for children or young people in partnership with families
- K42 how to adapt your practice and the environment ensure that all the children in your care, including those with additional support needs can take part equally
- K43 how to develop a consistent, caring and nurturing relationships with the children or young people you work with
- K44 how to support the children or young people you work with to cope with their feelings whilst positively encouraging emotional well-being, confidence and resilience
- K45 how to promote independence in children or young people whilst supporting them to make choices, face challenges and take risks, according to their individual preferences, needs and abilities
- K46 how to provide an environment that is safe for the children or young people you work with and that meets their individual preferences and needs
- K47 how to encourage children or young people to make choices, express individual preferences and be aware of how their actions affect others
- K48 how to be realistic, positive, consistent and supportive in your responses to the behaviour of the children or young people you work with according to the procedures and agreed ways of working
- K49 how to give meaningful praise and encouragement according to the preferences and needs of the young people you work with
- K50 how to support emotional well-being, confidence and resilience according to the preferences and needs of the young people you work with

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- K51 your setting's procedures for observing, assessing and recording and how these link to curriculum frameworks followed in your home country
- K52 how to encourage and support children or young people's creativity
- K53 how to use everyday routines and developmentally appropriate activities, materials and first-hand experiences to support the learning and cognitive development of children or young people
- K54 how to identify and support children or young people's literacy skills such as mark making, reading and writing
- K55 how to identify and support children or young people's numeracy skills such as counting and using mathematical language
- K56 how to make sure children or young people have access to quiet periods and times to rest
- K57 how to support the communication skills of children or young people, including verbal and non verbal methods; such as using baby sign, email, and other forms of ICT
- K58 how to adapt strategies for children or young people where English or Welsh is not the home language or where there are communication difficulties
- K59 how to support children or young people's communication in bilingual or multilingual settings
- K60 how to meet the physical needs of children or young people including nutrition and healthy eating
- K61 how to encourage the physical development of children or young people including the development of gross and fine motor skills, through the use of appropriate activities and equipment, according to individual preferences and needs
- K62 how to provide a safe environment that encourages the children or young people's physical skills and confidence in movement to develop
- K63 how to answer children or young people's questions with sensitivity whilst encouraging independence in a supportive way
- K64 how to encourage children or young people to have healthy lifestyles, such as healthy eating and exercise, in accordance with national guidelines
- K65 how to talk honestly and raise awareness of issues in line with children's questions and concerns in accordance with the procedures and agreed ways of working of your work setting
- K66 how to encourage children or young people to make informed choices about matters that affect them
- K67 how to assess the importance of information
- K68 how to provide an encouraging and safe environment that recognises the significant **developmental changes** of children or young people
- K69 how to recognise children or young people's individual preferences

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- and needs as they go through developmental changes in their lives
- K70 how to provide information for children or young people, when requested, about things that concern them
- K71 how to support children and young people through transitions in their lives, such as starting day care or school, moving into residential child care, the death of a loved one and divorce
- K72 the importance of promoting active participation of the child and young person in the planning cycle

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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.

Abilities This is what the baby, child or young person is able to achieve or accomplish. This may or may not be in line with developmental norms for babies, children or young people of the same or a similar age.

Activities and experiences refers to play, learning and leisure activities that meet the preferences, needs and abilities of the child or young person with whom you work, such as playdough, skipping, football, reading and storytelling, ICT activities, arts and craft.

Children or young people are the children and/or young people you support and care for in your work

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

Formative assessment is an initial and on-going assessment

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

Parents are those who have the legally acknowledged responsibilities for the continuous care, well-being and decision-making relating to the children or young people in question

Policies and procedures are formally agreed and binding ways of working that apply in many settings. Where policies and procedures do not exist, the term includes other agreed ways of working.

Summative assessment is an assessment that summarises findings

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

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Scope/range relating 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

Developmental changes can include milestones such as learning to crawl, walk, toilet training, going through puberty and the initial stages of adulthood.

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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