

## SCDCCLD0313

# Support early intervention for the benefit of children and families



### Overview

This standard identifies the requirements when working with children, families and other professionals to identify and assess the need for early intervention for the benefit of children. Needs could include sensory impairment; health needs, including chronic illness or disability; social interventions; literacy or numeracy; developmental delay as well as other circumstances.

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### Performance criteria

#### Help to identify families in need of early intervention and support

*You must be able to:*

- P1 develop an open and trusting relationship with the **families** and **children** you work with
- P2 work with **others** to promote a supportive **environment** in which families are able to discuss aspects of their child's health, well-being and developmental progress
- P3 **communicate** using different styles and methods which encourages families and children to express any concerns they may be experiencing
- P4 demonstrate a non-judgmental attitude that **values diversity** and recognises the **ethnicity** and **culture** of the families you work with
- P5 use different sources of information, including observations, to identify or validate concerns about children
- P6 work with others to refer children and families you have concerns about to relevant agencies
- P7 use up-to-date organisational policies and procedures to enable you to work in the best interest of families and children
- P8 accurately record information about children, in accordance with legal requirements and **work setting** requirements

#### Negotiate needs in consultation with families

*You must be able to:*

- P9 involve families when you are considering and assessing the needs of their child
- P10 recognise different emotional, social and environmental pressures which families may experience
- P11 acknowledge parents' feelings with empathy and understanding
- P12 use a positive and supportive manner to encourage families to discuss their child's capabilities and limitations
- P13 work with families to identify the areas in which they need help and support
- P14 discuss options and interventions with families which will support their child's health, well-being and developmental progress
- P15 provide families with **information** about resources and organisations able to provide additional support for their child's health, well-being and developmental progress
- P16 agree the roles and responsibilities of families which will support their child's health, well-being and developmental progress
- P17 agree the roles and responsibilities of practitioners which will

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- support the child's health, well-being and developmental progress
- P18 ensure families understand organisational policies in relation to confidentiality
- P19 ensure families and children understand the boundaries and limits of confidentiality

#### **Work with families and other agencies to access specialist support**

*You must be able to:*

- P20 identify professionals, agencies and services which can provide help and support to families and children that meets their identified needs
- P21 work with families to access specialist services and expertise through appropriate channels
- P22 work with others to obtain **specialist support** for families and children
- P23 agree with families the information that needs to be exchanged with other professionals or agencies, in order to provide optimum care for their child
- P24 develop positive and effective working relationships with other professionals and agencies
- P25 address any barriers, issues or communication difficulties that could affect multi- agency working
- P26 contribute to multi-agency working, as agreed with agencies and individual practitioners

#### **Evaluate services to ensure the needs of children and families are met**

*You must be able to:*

- P27 regularly review the needs of children and families to ensure that their needs are being met through specialist interventions
- P28 discuss services and provision with individual families and seek their views
- P29 liaise with colleagues, agencies and professionals on a regular basis to discuss progress, feed back parents' views and amend plans and strategies
- P30 agree and implement any changes in order that the requirements of families and the needs of their children continue to be met
- P31 record accurately and coherently, meetings, discussions, contact details and information relating to the children and families you work with in line with work setting requirements

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### Knowledge and understanding

#### Rights

*You need to know and understand:*

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

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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 address them

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### 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 how you can encourage families to share information
- K40 the importance of understanding how families feel about needing intervention or specialist help for their child
- K41 the types of information you can use to confirm the need for intervention for individual children
- K42 why it is important that responsibilities for sharing information between practitioners and parents are clearly stated and understood by both parties
- K43 the type of specialist help that is available for families, including financial help
- K44 how to access specialist help and the appropriate channels for doing so
- K45 how to develop positive relationships with professionals and colleagues from other agencies
- K46 the barriers that may be encountered when working with other professionals and how these may be overcome

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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.

**Agreed ways of working** are policies and procedures originating from legislation and from employers

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

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; the use of touch; other non verbal forms of communication; human and technological aids to communication

**Culture** refers to and includes all factors that contributes to the person's life and experiences, such as social class, language, religious beliefs and practices, family and community traditions

**Environment** may refer to a setting which is familiar or new to an individual

**Ethnicity** refers to a person's identification with a group that shares some or all of the same culture, lifestyle, language, skin colour, religious beliefs and practices, nationality, geographical region and history

**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

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**Information** may be any form of communication from and about individuals, babies, children, young people and key people, and other people and organisations.

**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

**Specialist support** is support that is relevant to the reason for early intervention, such as speech and language therapy, drug and alcohol support, and literacy needs

To **value diversity** is accepting and valuing differences in the background of individuals, such as culture, ethnicity, gender, sexual preferences

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

**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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<b>Relevant occupations</b>	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
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