

SCDCCLD0339

Promote the care, learning and development of children with additional support needs in early education settings



Overview

This standard identifies the requirements required when promoting the care, learning and development of children with additional support needs in early education settings. It requires you to advise and support colleagues in settings where children with additional support needs attend. This includes liaising with children, their families and colleagues to collect appropriate information about individual children with additional support needs. You are also required to review education plans and to collate and update information about children with additional support needs, in partnership with their families.

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Performance criteria

Liaise with parents and other professionals regarding children with additional support needs

You must be able to:

- P1 understand the scope and purpose of your role
- P2 understand the legislation, regulation and codes of practice for early education settings in your home country
- P3 work with the child, **families** and **others** to identify the child's additional support needs
- P4 work with the child, families and others to help you understand the child's personal support needs and plan how to address them
- P5 understand the support systems that will enable you to work effectively with **children**, families and **colleagues**
- P6 work with external support agencies in order to assess and respond to the individual needs of children
- P7 in partnership with families, liaise with other professional colleagues who are involved in the care, learning and development of the children you work with
- P8 encourage the child to **communicate** their views and preferences, taking account of their age, abilities, **level of development and understanding**
- P9 **listen** to children and find ways to give them a voice in their own care, learning and development
- P10 demonstrate a non-judgemental attitude that values diversity and the ethnicity and culture of the families you work with
- P11 establish a positive relationship with the children with additional support needs you are working with
- P12 establish a positive relationship with the families of the children with additional support needs you are working with

Advise and support colleagues in the setting

You must be able to:

- P13 work with colleagues who have concerns about the progress of individual children, in ways that offer support and advice
- P14 work with colleagues in accessing information and advice from external support agencies which relates to children with additional support needs
- P15 work with colleagues who are providing additional interventions or a differentiated curriculum
- P16 model good practice by hands-on work with children and families in the setting
- P17 support colleagues working with children who have emotional or

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- behavioural difficulties
- P18 take sensitive and appropriate action when colleagues request additional help when they are working with children who have emotional or **behavioural difficulties**
- P19 support colleagues who are working with children with communication difficulties
- P20 advise colleagues on continuous professional developmental and on-going training opportunities relating to children with additional support needs
- P21 support colleagues who are undertaking continuous professional and training opportunities

Ensure that individual education plans for children are in place and are regularly reviewed

You must be able to:

- P22 work with children, parents and colleagues when developing individual plans for children
- P23 develop individual education plans, according to local and national requirements
- P24 review individual education plans at regular intervals, in consultation with children and parents
- P25 support colleagues to help children reach their full potential, based on a realistic appraisal of their **abilities**
- P26 identify with others what additional expertise is required to meet the child's current and future care, learning and developmental needs
- P27 identify with others how additional help and support can be accessed and who should be responsible for this
- P28 ensure the child and family understand why changes are made to individual plans and who will make the changes
- P29 work with children and families in the review process in ways that respect their views, wishes and preferences

Collect, record and update relevant background information about children with special educational needs

You must be able to:

- P30 encourage children and families to share relevant background information relating to the children's care, learning and development.
- P31 work with external agencies in the collection and sharing of relevant information relating to the additional support needs of individual children
- P32 ensure records are kept according to the procedures of the setting
- P33 ensure the confidentiality and data protection requirements of the setting are adhered to

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- P34 ensure children's records are regularly updated according to the policies and procedures of the setting
- P35 record information according to the agreed setting format and procedures
- P36 ensure you keep records that are clear, factual and objective, in order to inform children, families and external agencies
- P37 implement a **quality system** to assess the quality of the provision you provide

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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

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and expertise

You need to know and understand:

Theory for practice

- 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

You need to know and understand:

Personal and professional development

- 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

Specific to this NOS

You need to know and understand:

- K38 the **transitions** that children and young people may go through
- K39 legislation, regulation and codes of practice for special educational needs in early education settings in your home country (additional support needs)
- K40 policies and procedures of your setting or service in respect of special educational needs (children with additional support needs)
- K41 relevant legal requirements and procedures covering confidentiality and the disclosure of information
- K42 **realistic developmental and learning goals** for children with special educational needs (additional support needs)
- K43 resources that may be useful when dealing with children who have communication difficulties
- K44 strategies and resources that may be useful when dealing with children who have social, emotional or behavioural difficulties
- K45 the curriculum offered in your early education setting and strategies you might use to ensure appropriate **differentiation** and **additional interventions**
- K46 appropriate specialist aids and adaptations that are available to support children, parents and colleagues and the circumstances in which they may be used
- K47 how to implement a **graduated approach** to meet children's need and the actions to take if initial interventions are not successful
- K48 how to support parents of children with special educational needs,(additional support needs) using sensitive and non-judgemental approaches
- K49 the importance of consultation with parents as partners in the care and education of their children and with the children themselves, according to their age, needs and abilities
- K50 how to adapt practice and support colleagues to adapt theirs and meet the special educational needs (additional support needs) of children in the setting
- K51 how to keep records that are clear, factual and objective in order to inform children, parents and external agencies

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K52 awareness of, and ability to use specialist terminology in the interest of the children with whom you work, whilst ensuring that use of such terminology does not act as a barrier to 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.

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

Behavioural difficulties are persistent difficulties not dealt with through the setting's usual behaviour management techniques

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

Colleagues Other people who work with you in your provision: they can be working at the same level, line managers, volunteers, casual workers, paid or unpaid

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

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

The **level of development and understanding** covers the physical, social, emotional and intellectual development developmental level of children and young people

Listening may encompass other ways of attending to and receiving what

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individuals communicate when using methods such as signing, objects of reference, touch, gesture, visual messages or technologies

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

Quality systems / criteria Formal schemes for quality of provision, based on best practice (in addition to minimum standards)

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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.

Additional interventions are additional to what is normally provided as part of the setting's usual curriculum

Differentiated curriculum is a curriculum that is responsive to the learner's needs i.e. not presenting the same curriculum to everyone

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

Graduated approach is a step-by-step approach trying and evaluating new strategies and following the requirements of codes of practice or legal requirements within your home country

Realistic developmental and learning goals are those that are realistic for the child to achieve and still provide a challenge

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

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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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