

SCDCCLD0414

Lead in the review of policies, procedures and practice for children with additional support needs



Overview

This standard identifies the requirements when leading the support of the provision for families and their children with additional support needs. It includes co-ordinating and reviewing policies and procedures, based on policy and practice in your home country and setting. It also includes reviewing practice for inclusion and participation of children with additional support needs. It requires you co-ordinate planning for individual children. It also requires you to work with other agencies and professionals

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Performance criteria

Review policies, procedures and practice for children with additional support needs

You must be able to:

- P1 co-ordinate policies and procedures relevant to the **inclusion, participation, equality of access**, early intervention and targeted support for **children with additional support needs**
- P2 develop policies and procedures relevant to the inclusion, participation, equality of access, early intervention and targeted support for children with additional support needs
- P3 regularly review policies and procedures for inclusion and participation of children with additional support needs
- P4 collect data and monitor and evaluate the effectiveness of policies and procedures in developing and improving inclusive practice and participation
- P5 identify issues and plan for continuous improvement in implementation of inclusive practice and participation
- P6 include children and families as participants in the co-ordination, development and review of policies, procedures and practice
- P7 adapt your use of complex specialist language to ensure clarity and understanding

Co-ordinate planning for individual children

You must be able to:

- P8 identify, gather and record relevant information to inform plans
- P9 facilitate children's and families' participation in planning
- P10 co-ordinate and provide support for children and families eligible for direct payments
- P11 co-ordinate and provide information for children and families paying to commission services
- P12 utilise all relevant sources of information to inform plans, including your own observations and assessments of children
- P13 organise staged assessment reviews, increasing the time allowed between reviews if the child is making sufficient progress
- P14 co-ordinate a graduated response to meet individual children's needs
- P15 have high expectations of children and commitment to raising their achievements, based on a realistic appraisal of their abilities
- P16 approach the relevant authorities to request additional resources or a statutory assessment
- P17 keep plans up to date

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- P18 ensure resources are adequate to implement plans and that key people are knowledgeable about children's additional support needs
- P19 ensure key people are confident in their roles and responsibilities
- P20 identify and take steps to overcome **barriers to communication**
- P21 maintain confidentiality, as appropriate to the requirements of your provision
- P22 plan to support children through transitions

Work in partnership with other agencies and professionals

You must be able to:

- P23 identify and make contact with other agencies and professionals relevant to the co-ordination and support of children with additional support needs
- P24 identify and make contact with other agencies and professionals relevant to the co-ordination and support of children with special educational needs
- P25 seek out information and services which are available locally or regionally
- P26 work in partnership with other agencies and professionals
- P27 ensure up-to-date records are kept for each child and that these are informative, objective, clear and accurate
- P28 share information across agencies and professional groups, in partnership with children and families

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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

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- people and others
- K19 how to manage ethical conflicts and dilemmas in your work
- K20 how to challenge poor practice
- K21 how and when to seek support in situations beyond your experience and expertise

Theory for practice

You need to know and understand:

- K22 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K23 factors that promote positive health and wellbeing of children and young people
- K24 theories underpinning our understanding of child development and learning, and factors that affect it
- K25 theories about attachment and its impact on children and young people

Communication

You need to know and understand:

- K26 factors that can affect communication and language skills and their development in children and young people
- K27 methods to promote effective communication and enable children and young people to communicate 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
- K29 your role in developing the professional knowledge and practice of others
- K30 how to use and promote evidence based practice

Health and Safety

You need to know and understand:

- K31 legal and statutory requirements for health and safety
- K32 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K33 practices for the prevention and control of infection

Safeguarding

You need to know and understand:

- K34 legislation and national policy relating to the safe-guarding and

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- protection of children and young people
- K35 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- 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

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- and procedures
- K53 techniques for problem solving and innovative thinking

Risk management

You need to know and understand:

- K54 principles of risk assessment and risk management
- K55 principles of positive risk-taking

Specific to this NOS

You need to know and understand:

- K56 the **transitions** that children and young people may go through
- K57 legislation, regulations and codes of practice affecting provision for children with additional support needs within your home country
- K58 the rights of all children for participation and equality of access and how this affects provision
- K59 understanding how additional support needs may affect development
- K60 specialist local and national support and information that is available for you and for the children and families
- K61 principles of partnership with parents and families
- K62 the principles behind the social and medical models of disability
- K63 details about particular additional support needs as they affect your ability to provide a high quality service and support colleagues as appropriate
- K64 how and why to implement the process by which children and young people influence decision making which brings about changes in them, others, their service and their communities
- K65 identification of barriers to access and participation and how these may be overcome
- K66 the reasons for integrated provision and the benefits or otherwise to children
- K67 the purpose and use of augmentative and alternative communication and how colleagues can be supported in using these methods
- K68 specific issues for children's development and learning in multilingual or bilingual settings or where children are learning through an additional language
- K69 how to access and facilitate advocacy services for those children and families who may require them. Why advocacy services are fundamental aspects of children's rights.
- K70 the range of assistive technology and specialist aids and equipment that are available, their advantages, disadvantages and cost-

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- effectiveness
- K71 systems to support children and families in the use, transportation and maintenance of assistive technology as appropriate to your setting or service
- K72 the importance of early recognition and intervention to prevent learning or other difficulties from developing
- K73 the possible impact of having a child with additional support needs within a family
- K74 awareness of and ability to use specialist terminology confidently in the interest of the children with whom you work, whilst ensuring that use of such terminology does not act as a barrier with other children and adults
- K75 local and regional contacts and agencies that may support your work
- K76 details of other professional groups with specific expertise that may be deployed for the benefit of children with additional support needs
- K77 the rationale for direct payments and the rights and responsibilities of those in receipt of direct payments
- K78 how direct payments are managed within services and their potential impact on services
- K79 the rationale for the personalisation of care, how this changes practice and is planned for and managed in settings and services
- K80 the difference between personalised learning and a differentiated approach to curriculum delivery according to the requirements of curriculum frameworks in your home country

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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.

Additional support needs refers to the particular additional support identified for a child or young person at any point in their life in order to remove barriers to their learning. Examples of when a child or young person has been identified as requiring additional support could include circumstances such as: autistic spectrum disorder, visual or sensory impairment, mental health difficulties, behavioural disorders such as ADHD, and dyslexia. (This is not an exhaustive list). Additional support needs can also refer to the support needs of a child or young person from a travelling family in order to access education, or the support needed by a child or young person whose first language is not English or Welsh.

Barriers to communication may include those relating to the physical environment; to interpersonal relationships and the emotional environment; to working practices; to the availability of resources including human or other aids or assistance; to the limitations of your own or other people's communication skills or attentiveness; to cultural contexts; to the specific circumstances of the child or young person, including disability, disadvantage, anxiety or distress

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

Equality of access is ensuring that discriminatory barriers to access are

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removed and allowing for children's individual needs in terms of access to ICT
e.g. taking action to ensure that girls participate equally with boys

Inclusion/inclusive A process of identifying, understanding and breaking down barriers to participation and belonging

Participation is the process by which children and young people influence decision making which brings about changes in them, others, their services and their communities

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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.

Assistive technology is technology that supports a child's ability to participate in the setting. It is a broad term that includes items ranging from e.g. a simple foam wedge for positioning to sophisticated power mobility devices

Augmentative and Alternative Communication (AAC) refers to any device, system or special method of communication that helps individuals with communication difficulties to communicate more easily and effectively: e.g. symbols, communication boards, voice output communication aids, sign language or facial expressions and gestures

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

Personalised learning must be interpreted within the requirements of your home country, it means learning that identifies what individuals already know, what they need to do to improve and how best they can do so; and uses effective pedagogical approaches to promote learning and dismantles barriers to learning whatever their causes and fosters the best possible conditions for learning.

Social and medical models of disability. The medical model reflects the traditional view of disability that it is something to be 'cured', treating the child as a sick patient. The social model considers that it is society that needs to change and that disabled people have rights and choices

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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