

SCDCCLD0415

Lead in advising and supporting practitioners in early years settings working with children who have additional support needs



Overview

This standard identifies the requirements when leading in advising and supporting colleagues who work with children with additional support needs in early years settings. You will be required to plan and promote interventions designed to meet the needs of children who require additional support. You will also be required to lead in the development of the service in the settings within the local area you are responsible for.

SCDCCLD0415

Lead in advising and supporting practitioners in early years settings working with children who have additional support needs

Performance criteria

Promote interventions designed to meet children's needs

You must be able to:

- P1 implement strategies to support and advise **colleagues** who have concerns about the progress of individual **children**
- P2 work in partnership with colleagues to build and maintain purposeful relationships with parents and **families**
- P3 lead in collaborative working with professionals from a range of agencies, to consolidate best joint working practice
- P4 actively support colleagues in planning a **graduated approach** when identifying children who may have additional support needs
- P5 work in partnership with colleagues in ways that promote the active participation of the child, family and **key people** in the assessment process
- P6 work in partnership with colleagues, the child and family to consider interventions appropriate to meet the needs of individual children
- P7 develop and implement strategies for monitoring and evaluating interventions based on current and relevant information
- P8 seek ways of maximising resources to enable the development of best practice
- P9 arrange regular opportunities for exchanging with colleagues information about best practice, at times which are convenient for them
- P10 actively support colleagues to keep up to date with issues relating to the health, safeguarding, well-being and holistic care of children
- P11 support colleagues who are preparing children for transitions to other settings or services
- P12 identify **developmental opportunities** for colleagues continuous professional development
- P13 actively support colleagues who undertake training opportunities for continuous professional development
- P14 ensure your own knowledge and skills reflect current practice, in line with legislation, policies and procedures within your home country

Provide day-to-day support for practitioners and special education needs co-ordinators (SENCOs) who are based in early years settings

You must be able to:

- P15 plan to prioritise and respond to settings that need most support
- P16 develop and maintain positive relationships with colleagues in different settings and provisions
- P17 develop and maintain effective communication with colleagues in different settings and provisions

SCDCCLD0415

Lead in advising and supporting practitioners in early years settings working with children who have additional support needs

- P18 work in partnership with colleagues in settings to develop policies for inclusion and access for children with special educational needs
- P19 sensitively offer support and advice to colleagues in their everyday work with children with special educational needs
- P20 ensure that referral procedures are clear and records are well organised and relevant, and follow a consistent approach
- P21 share information as required and maintain appropriate confidentiality
- P22 model positive practice with hands-on work with children and families
- P23 acknowledge the valuable contribution made by colleagues in their work with children who have additional support needs
- P24 support colleagues involved in difficult or sensitive situations
- P25 be available for advice and support

Participate in the development of the service for children with additional support needs

You must be able to:

- P26 support an inter-agency approach by setting up and maintaining links between key agencies involved in supporting children with additional support needs
- P27 work with key people collectively, to provide an appropriate package of support for the child and family
- P28 share knowledge of assessment frameworks used in your work with other agencies
- P29 contribute to the development of local services and resources
- P30 develop and disseminate good practice in work with children with additional support needs in early-learning settings
- P31 evaluate the service provided for children with additional support needs, in terms of the effectiveness of the provision given

SCDCCLD0415

Lead in advising and supporting practitioners in early years settings working with children who have additional support needs

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

SCDCCLD0415

Lead in advising and supporting practitioners in early years settings working with children who have additional support needs

- 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

You need to know and understand:

Communication

- 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

You need to know and understand:

Personal and professional development

- 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

You need to know and understand:

Health and Safety

- 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

SCDCCLD0415

Lead in advising and supporting practitioners in early years settings working with children who have additional support needs

- 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

SCDCCLD0415

Lead in advising and supporting practitioners in early years settings working with children who have additional support needs

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, regulation and codes of practice affecting provision for disabled children and those with special educational needs within your home country

K58 relevant policies and procedures for your service in relation to special educational needs

K59 detailed knowledge and understanding of local policies and procedures for special educational needs and their implementation

K60 in-depth understanding of the principles and application of the assessment framework and associated interventions that are used in your local area

K61 the principles of inclusion and integration and how these are applied within current guidance

K62 where to find information about specific areas of special educational need that you require to fulfil your roles

K63 the range of local, regional and national resources that are available to support your role and that of the setting SENCO

K64 actions to take where there are concerns about children's development, including systems of referral within your local area

K65 realistic developmental and learning goals for children with special educational needs

K66 strategies and resources that may be useful when dealing with children who have communication difficulties

K67 strategies and resources that may be useful when dealing with children who have social, emotional, behavioural difficulties, including colleague support

K68 detailed understanding of how to develop differentiated curricula, based on children's individual needs

K69 which adaptations and specialist aids maybe most useful for particular children and circumstances and how practitioners may obtain these for the benefit of the children they work with.

K70 how to support other practitioners in dealing with sensitive and stressful situations

SCDCCLD0415

Lead in advising and supporting practitioners in early years settings working with children who have additional support needs

- K71 how to ensure that your skills, knowledge and advice are available to setting SENCOs, without unnecessary barriers
- K72 sources of personal and professional support
- K73 the benefits of working as part of a team with different agencies and professionals and sharing information and good practice
- K74 how to ensure that you make positive links with other agencies and establish good working relationships for the benefit of children and their families
- K75 the importance of working in partnership with families, and strategies that may be employed to develop these partnerships
- K76 the involvement of the local community in supporting and providing information for settings
- K77 how and why to implement the concept of participation such as the process by which children and young people influence decision making which brings about changes in them, others, their services and their communities.
- K78 the rationale and processes for direct payments and the potential impact on services
- K79 the rationale for the personalization of care and how this changes practice and is planned for and managed in settings and services.
- K80 how to access and facilitate advocacy services for those children and families who may require them. Why advocacy services are fundamental to children's rights and participation.
- K81 The difference between personalised learning and a differentiated approach to curriculum delivery according to the requirements of curriculum frameworks in your home country.

SCDCCLD0415

Lead in advising and supporting practitioners in early years settings working with children who have additional support needs

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.

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

Development opportunities may include educational programmes, training activities, coaching, structured feedback, shadowing, secondment, other types of personal or professional support

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

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

Key people are those who are important to a child or young person and who can make a difference to his or her well-being. Key people may include parents, family, friends, carers and others with whom the child or young person has a supportive relationship.

SCDCCLD0415

Lead in advising and supporting practitioners in early years settings working with children who have additional support needs

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.

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

SCDCCLD0415

Lead in advising and supporting practitioners in early years settings working with children who have additional support needs

Developed by	Skills for Care & Development
Version number	1
Date approved	March 2012
Indicative review date	December 2014
Validity	Current
Status	Original
Originating organisation	Skills for Care & Development
Original URN	CCLD 415
Relevant occupations	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
Suite	Children's Care Learning and Development
Key words	lead, advising, additional support needs