Unit 20: Support Children and Young People with Disabilities and Special Educational Needs

Unit code: D/601/6526
QCF Level 2: Specialist
Credit value: 4
Guided learning hours: 26

Unit aim

This unit provides the knowledge and skills to support disabled children and young people and those with special educational needs. It covers understanding the rights and needs of disabled children and young people and those with special educational needs and supporting their inclusion and participation in the full range of activities and experiences provided by the setting.

Unit introduction

Learners completing this unit will be aware of the legal entitlements and intervention frameworks relevant to children and young people with disabilities or who have special educational needs. They will understand the importance of early recognition of these needs and the development of individual education plans that ensure needs are met.

The unit enables learners to support the inclusion of these children and young people within the workplace, using their knowledge and understanding of each individual to do so. They will contribute to the inclusion of pupils in the curriculum and wider activities using information they obtain about the children and young people. Learners will work with others to secure inclusion.

This unit combines the acquisition of knowledge about a range of special educational needs and disabilities with workplace experience. Learners must actively demonstrate that they understand and can put into practice what they have learned about how best to support these children and young people. The unit requires learners to be working in a support role within an educational establishment.

On completion of this unit, learners will be able to explain the rights of children and young people with disabilities and those with special educational needs, explain the disabilities and/or special educational needs of children and young people in own care and be able to support the needs of children and young people with disabilities and those with special educational needs.
Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

**On completion of this unit a learner should:**

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Know the rights of disabled children and young people and those with special educational needs</td>
<td>1.1 Outline the legal entitlements of disabled children and young people and those with special educational needs</td>
</tr>
<tr>
<td></td>
<td>1.2 Describe the assessment and intervention frameworks for disabled children and young people and those with special educational needs</td>
</tr>
<tr>
<td></td>
<td>1.3 Describe the benefits of early recognition and intervention for disabled children and young people and those with special educational needs</td>
</tr>
<tr>
<td></td>
<td>1.4 Describe the purpose of individual plans for disabled children and young people and those with special educational needs</td>
</tr>
<tr>
<td></td>
<td>1.5 Describe the principles of working inclusively with disabled children and young people and those with special educational needs</td>
</tr>
<tr>
<td>2 Understand the disabilities and/or special educational needs of children and young people in own care</td>
<td>2.1 Describe the relationship between disability and special educational needs</td>
</tr>
<tr>
<td></td>
<td>2.2 Describe the nature of the particular disabilities and/or special educational needs of children and young people with whom they work</td>
</tr>
<tr>
<td></td>
<td>2.3 Describe the special provision required by children and young people with whom they work</td>
</tr>
<tr>
<td>Learning outcomes</td>
<td>Assessment criteria</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 3 Be able to contribute to the inclusion of children and young people with disabilities and special educational needs | 3.1 Obtain information about the individual needs, capabilities and interests of disabled children and young people and those with special educational needs with whom they work  
3.2 Identify barriers to participation for disabled children and young people and those with special educational needs with whom they work  
3.3 Work with children, young people and others to remove barriers to participation  
3.4 Demonstrate ways of supporting inclusion and inclusive practices in own work with disabled children and young people and those with special educational needs |
| 4 Be able to support disabled children and young people and those with special educational needs to participate in the full range of activities and experiences | 4.1 Identify and implement adaptations that can be made to support disabled children and young people and those with special educational needs to participate in the full range of activities and experiences provided by the setting  
4.2 Support children and young people to use specialist aids and equipment as necessary to enable them to participate in activities and experiences  
4.3 Demonstrate ways of supporting participation and equality of access for disabled children and young people and those with special educational needs  
4.4 Work in partnership with children, young people and others to review and improve activities and experiences provided for disabled children and young people and those with special educational needs |
1. **Know the rights of children and young people with disabilities and those with special educational needs**


*Assessment and intervention frameworks*: range eg Common Assessment Framework, Removing Barriers to Achievement 2004, Special Needs Code of Practice, Statement of Special Educational Need, School Action Plus, School Action

*Early recognition and intervention*: benefits eg identification, developmental norms, assessment, developmental age, stage, impaired development, safeguarding, individual need, medical, social, educational

*Individual plans for children and young people*: purpose eg setting outcomes, personalized learning goals, personalised targets, create appropriate materials, resources, large print, Braille, audio, visual, tactile, ICT, teaching and learning strategies, individual, group, personalised curriculum, support, therapists, medical need, planning and review

*Working inclusively*: principles eg integration, diversity, tolerance, understanding of the children and young people with whom they mix and learn, Every Child Matters, extended schools and children’s centres

2. **Understand the disabilities and/or special educational needs of children and young people in own care**

*Relationship between disability and special educational needs*: aspects eg Education Act 1996 definition of special educational needs eg literacy, numeracy, application, understanding, expression, social ability, relationships, behaviour, medical definition of disability eg physical, mental, emotional; complexity, interdependency between special education need and disability

*Describe the nature of the particular disabilities and/or special educational needs of children and young people they work with*: character of disabilities eg visual impairment, hearing impairment, motor impairment, mental impairment; character of special educational needs eg difficulties with literacy, numeracy, understanding information, expressing themselves, understanding what others are saying, making friends or relating to adults, behaviour; organising

*Describe the special provision required by children and young people they work with*: support, seating plan, group teaching, one-to-one tutoring, physical, medical, teaching assistant support in class; personalised curriculum; teaching and learning strategies; create appropriate materials, resources, large print, Braille, audio, visual, tactile, ICT, talking computer keyboard
3 Be able to contribute to the inclusion of children and young people with disabilities and special educational needs

Information about the individual needs, capabilities and interests: type eg records, medical, physical, mental, emotional, ability against national, local norms, hobbies, interests, strengths

Barriers to participation: barriers eg problems, challenges, inhibitors eg visual, auditory, motor, social skills, ADHD, locality, transport, access, carer

Remove barriers to participation: ways eg create opportunities, planning, engage, use of materials, resources, appropriate technology, adaptation, seating placement, select topics of interest, subject material, stimulate

Support inclusion and inclusive practices: ways eg support, deliver practical examples of supporting inclusion

4 Be able to support children and young people with disabilities and those with special educational needs to participate in the full range of activities and experiences

Identify and implement adaptations: requirements eg knowledge, adapt to need, curriculum eg modified physical education curriculum for child with specific physical disability, individual goals for learners with learning disability, ability eg physical environment, space for movement, safety, materials, resources, techniques eg Braillised documents, ICT, speaking computer keyboard, audio books, radio microphone, music, flexible table height for wheelchair access, sensory fabrics, scents or smells

Support children and young people to use specialist aids and equipment: requirements eg own knowledge of how to use equipment, assist if, when appropriate, instructions, demonstrate use of specialist equipment, model, videos, ensure equipment is fit for use, fully charged, correct height, relevant to need

Support participation and equality of access: ways eg deliver practical examples, layout of classroom, sight of whiteboard, reach equipment, safe movement, access, egress, group respect for everyone’s point of view, opportunities to respond to questions, activities, adapt activities to make them accessible eg physical education activities, enable participation at appropriate level for ability, progress.

Work in partnership with children, young people and others: ways eg liaise, identify others eg teachers, parents, peers, teaching assistants, carers, medical supporters, one-to-one interviews, discussion, activities and experiences eg what works, what doesn’t work, what could work better, involvement in design, delivery and evaluation of services, assessment of outcomes, self-assessment, create action plans, feedback, review
Essential guidance for tutors

Delivery

Some of the knowledge and understanding for this unit may come from learner research or practical work experience, whilst some will be gained outside the classroom or from observed practice in a work placement that engages learners in participating in providing support for pupils with disabilities or special educational needs. Learners will need to spend considerable time in the workplace working with specific pupils, getting to know them and understanding their needs.

Delivery strategies may involve a mixture of tutor input and learners will need to be guided towards appropriate materials, including electronic resources, appropriate video/DVD material and would benefit from input by outside speakers who bring specific areas of expertise.

Learning outcome 1 requires learners to know the rights of children and young people with disabilities and those with special educational needs, this could be through tutor input. Alternatively, tutors may wish to work with a group of learners and discuss their current levels of awareness, setting individual research tasks for each learner to ensure their knowledge of policy and regulation is complete. Guest speakers could be invited to share their area of expertise, for example, a special educational needs coordinator, a local authority representative or educational psychologist to talk about the Common Assessment Framework. Tutors could prepare relevant questions in readiness for these presentations so speakers can address any aspects of learner knowledge that would benefit from improvement. These activities would support learners in understanding the disabilities and/or special educational needs of children and young people in their own care.

Learner ability to support the inclusion of children and young people with disabilities and those with special educational needs and enable them to participate in the full range of activities and experiences could be developed through a group activity where learners analyse video/DVD material to consider the effect of, for example, speech, language and communication delays on the ability of pupils to engage with the curriculum. Short video clips, easily available from the internet, can be shown to give examples of disabilities or behaviours not yet encountered by learners. Discussion on what was observed and some of the ways in which support could be given could follow on from this.

Further discussion of case studies where development has not followed the normal pattern would also be a useful tool to support learning because, by looking at examples of ways in which development has not followed the usual norms, and of the behaviours/learning needs/disabilities exhibited by different young people learners will grow to understand that the needs of each pupil are unique.

Learners could share examples of good practice from the workplace at each tutorial session. They could also visit other work environments and discuss the characteristics of the work they observe, respecting confidentiality at all times.
Assessment

Assessment criteria 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3 and 4.4 must be assessed in the workplace.

Suggested assessment activities

In learning outcome 1 the first of the assessment criteria will need to be completed in the early stages of assessment. Learners could evidence their knowledge of the legal framework that governs the entitlement of children and young people with disabilities and those with special educational needs in the form of a briefing or presentation for a staff training session. Both methods would enhance the experience of learners and develop learner confidence in presenting written information or communicating verbally to other audiences. A briefing paper or PowerPoint presentation, for example, must demonstrate that they understand the regulation, the assessment frameworks and need for early recognition and intervention.

A similar presentation of learner evidence could be used to satisfy Learning outcome 2. Learners could create a briefing paper or presentation for delivery to a small group of professionals likely to be involved in working with children or young people or to a new member of staff. This task will provide opportunities for learners to describe the relationship between disability and special educational needs and the nature of the particular disabilities and/or special educational needs of the children and young people they work with and describe how to meet their needs.

Learning outcome 2 could be delivered using a case study of children or young people from their workplace setting that is then developed to address learning outcomes 3 and 4. The case study could be presented as a portfolio of evidence that the information they have obtained about the individual needs, capabilities and interests of the pupils they work with, of the barriers they identified to their participation in the planned curriculum and how they removed them. This could be supplemented with expert witness statements that evidence how they worked with others to support pupil participation and equality of access, and with pupils in inclusive situations.

The portfolio should include evidence of how learners adapted the learning experiences to meet the needs of individuals and enabled pupils to use specialist aids and equipment as and when appropriate. Additional information in the form of a learner diary or log could be used to describe how learners worked in partnership with children, young people and others to review and improve the activities and curriculum experiences provided. Witness statements or observations of learners working in partnership with children, young people and others to review and improve their activities will form an important element of the evidence and could be supported by learner records of and reflections on pupils’ experiences. It could be appropriate for the work-based assessor to observe learners engaging in these activities.

The range of activities should arise naturally from the day-to-day tasks and activities involved in support work in school. Documents or other records produced during the course of work should be used whenever they are available.
Essential resources

As this is a work-based programme, all learners will either be directly involved in working as part of a team or have access to situations or schools/organisations where adults work in teams to support teaching and learning activities. All learners will need an opportunity to participate in a team activity within the teaching and learning environment.

Indicative resource materials

Textbooks


(Please note that some of these references predate the current government. However, using the references will deliver a direct link to the relevant documents


*SEN Toolkit* (DFES, 2001, Ref: DfES/0558/2001)

*Access to Education for Children and Young People with Medical Needs* (DFES 2001, Ref:0732/2001)

*Promoting Children’s Mental Health within Early Years and School Settings* (DFES 2001,Ref: 0112/2001)


*Distribution of Resources to Support Inclusion* (Ref: LEA/080/2001)
Websites

Various websites are available with assessment-related content, some of which will depend on the specific sector, market and organisation. An indicative range of general websites is given below.

- **www.bis.gov.uk**  Department for Business Innovation and Skills
- **www.cipd.co.uk**  Chartered Institute of Personnel and Development
- **www.dcsf.gov.uk/slcnaction**  Department of Children, Schools and Families
- **www.csie.org.uk/inclusion/what.shtml**  Centre for Studies on Inclusive Education
- **www.education.gsi.gov.uk**  Department for Education
- **www.education.gov.uk/news/news/sen-next-steps**  Department for education
- **www.edexcel.com**  Edexcel
- **www.ento.org.uk**  ENTO
- **www.gtce.org.uk**  General Teaching Council of England
- **www.ncb.org.uk/cdc/publications/inclusion_policy.aspx**  Council for Disabled Children inclusion policy
- **www.open.ac.uk**  The Open University
- **www.teachernet.gov.uk/firstaid**  Teachernet
- **www.teachernet.com**  Teachernet