

Unit 205

Support children and young people with disabilities and special education needs

UAN:	D/601/6526
Level:	Level 2
Credit value:	4
GLH:	26
Aim	This unit is about supporting and working with children and young people who have disabilities and/or special educational needs. It considers the legal and regulatory context of the work, the need to work in partnership with others and the resources which can ensure the young person is included in a wide range of activities.

Learning outcome	The learner will:
	1. Know the rights of disabled children and young people and those with special educational needs
Assessment criteria	
	The learner can: 1.1 Outline the legal entitlements of disabled children and young people and those with special educational needs 1.2 Describe the assessment and intervention frameworks for disabled children and young people and those with special educational needs 1.3 Describe the benefits of early recognition and intervention for disabled children and young people and those with special educational needs 1.4 Describe the purpose of individual plans for disabled children and young people and those with special educational needs 1.5 Describe the principles of working inclusively with disabled children and young people and those with special educational needs

Learning outcome	The learner will:
	2. Understand the disabilities and/or special educational needs of children and young people in own care
Assessment criteria	
	The learner can: 2.1 Describe the relationship between disability and special educational needs 2.2 Describe the nature of the particular disabilities and/or special educational needs of children and young people with whom they work

2.3 Describe the **special provision** required by children and young people with whom they work

Learning outcome	The learner will:
3. Be able to contribute to the inclusion of children and young people with disabilities and special educational needs	
Assessment criteria	
The learner can:	
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	

Learning outcome	The learner will:
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	
Assessment criteria	
The learner can:	
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	

Unit 205 **Support children and young people with disabilities and special education needs**

Supporting information

Evidence requirements

Assessment of performance must take place in a real work setting.
Legal requirements, assessment and intervention frameworks referred to in assessments must be current

Unit range

Intervention may:

- Refer to education
- Refer to social care needs
- Refer to health needs
- Be supportive of carers
- Ensure the safety of the young person
- Be the result of a formal assessment
- Involve one or more practitioner

Special provision includes:

- Aids and adaptations
- Approaches and attitudes
- To meet identified needs
- To enable full participation

And is different to the provision made generally for young people of their own age

Obtain information includes:

- From child or young person
- From carers
- From other practitioners
- From written sources such as assessments

Information may relate to:

- Physical needs
- Personal wishes and preferences
- Emotional needs
- Social needs
- Cultural needs
- Communication methods
- Interests, beliefs and values

Barriers to participation include:

- Attitude of others
- Physical barriers
- Attitude of self
- Communication differences
- Attitude of young person
- Time of activity
- Transport
- Inappropriate or insufficient resources

Others may be:

- Other young people
- Colleagues
- Carers
- Practitioners from differing professions

Guidance

Learners will benefit from working alongside a range of children and young people with different disabilities. Input from these young people and other specialist practitioners on the teaching course will be valuable.

Inclusion is a process of identifying understanding and breaking down barriers to participation and belonging

Participation involves asking young people what works what doesn't work and what could work better and involving them in the design delivery and evaluation of services on an ongoing basis

Working inclusively: refers to partnership working, which ensures full participation of all concerned, and enables informed choices to be made.