Unit 23: Support Disabled Children and Young People and Those with Special Educational Needs

Unit code: H/601/7726
QCF Level 3: Specialist
Credit value: 5
Guided learning hours: 24

Unit aim
This unit provides the knowledge, understanding 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; supporting inclusion and participation; and helping others to respond to the needs of disabled children and young people and those with special educational needs.

Unit introduction
This unit looks at the legal entitlements and intervention frameworks relevant to these groups of children and young people, as well as the importance of early recognition of their needs and the development of individual education plans. Learners will evaluate the particular needs and requirements of the children and young people with whom they work and to consider their future development.

Learners must then support the inclusion of these children and young people within the workplace, using their knowledge and understanding of each individual and working both with the children and young people themselves and others and demonstrating inclusive practices. This is then extended to support inclusion within the full range of activities and experiences, with learners demonstrating how to support participation and equality of access.

Finally, learners will encourage others to support the children and young people, encourage participation and review and modify activities to allow inclusion.

This unit combines the theoretical study of a range of special educational needs and disabilities with workplace experience where 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 and to have some prior knowledge of normal patterns of development in children and young people.
**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>
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<tbody>
<tr>
<td>1 Understand the rights of disabled children and young people and those with special educational needs</td>
<td>1.1 Summarise the legal entitlements of disabled children and young people and those with special educational needs</td>
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<td>1.2 Summarise the assessment and intervention frameworks for disabled children and young people and those with special educational needs</td>
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<td>1.3 Explain the importance of early recognition and intervention for disabled children and young people and those with special educational needs</td>
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<td>1.4 Explain the purpose of individual plans for disabled children and young people and those with special educational needs</td>
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<td>1.5 Explain the principles of working inclusively with disabled children and young people and those with special educational needs</td>
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<tr>
<td>2 Understand the disabilities and/or special educational needs of children and young people in own care</td>
<td>2.1 Explain the relationship between disability and special educational needs</td>
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<td>2.2 Explain the nature of the particular disabilities and/or special educational needs of children and young people with whom they work</td>
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<td>2.3 Explain the special provision required by children and young people with whom they work</td>
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<td>2.4 Explain the expected pattern of development for disabled children and young people and those with special educational needs with whom they work</td>
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<tr>
<td>Learning outcomes</td>
<td>Assessment criteria</td>
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<td>3  Be able to support the inclusion of disabled children and young people and those with special educational needs</td>
<td>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</td>
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<td>3.2 Identify barriers to participation for disabled children and young people and those with special educational needs with whom they work</td>
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<td>3.3 Use knowledge of individual children and young people to remove barriers to participation</td>
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<td>3.4 Involve and consult children, young people and others at each stage of determining the steps that have to be taken to support participation and equality of access</td>
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<td>3.5 Demonstrate ways of supporting inclusion and inclusive practices in own work with disabled children and young people and those with special educational needs</td>
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<td>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</td>
<td>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</td>
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<td>4.2 Support children and young people to use specialist aids and equipment as necessary to enable them to participate in activities and experiences</td>
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<td></td>
<td>4.3 Demonstrate ways of supporting participation and equality of access for disabled children and young people and those with special educational needs</td>
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</tbody>
</table>
| 5 Be able to support others to respond to the needs of disabled children and young people and those with special educational needs | 5.1 Encourage and support others to participate in observing and identifying the needs, capabilities and interests of disabled children and young people and those with special educational needs  
5.2 Encourage and support others to participate in activities with disabled children and young people and those with special educational needs  
5.3 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 content

1 Understand the rights of disabled children and young people and those with special educational needs


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

Individual plans: purpose eg outcome, personalised learning goals, personalized targets, create appropriate materials; teaching and learning strategies eg individual, group, personalised curriculum, support eg therapists, medical need, care, planning and review

Working inclusively: social interactions eg integration, diversity, tolerance, understanding of those with whom they mix and learn; benefits of inclusivity to learners; benefits of inclusivity to the children and young people with whom they mix and learn

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

Relationship between disability and special educational needs: 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 educational need and disability

Disabilities and/or special educational needs: assessment of eg character of disabilities, special educational needs

Special provision: support eg seating plan, group teaching, one-to-one tutoring, physical, medical, teaching assistant support in class, personalised curriculum, teaching and learning strategies, appropriate materials, resources, large print, Braille, audio, visual, tactile, ICT, talking computer keyboard
Pattern of development: normal range reference eg age, stage, medical assessment, patterns of development of children with similar disabilities or special needs, comparison with and assessment of children and young people with whom they work

3 Be able to support the inclusion of disabled children and young people and those with special educational needs

Information needs, capabilities and interests: records eg medical, physical, mental, emotional, hobbies, interests, strengths, parents, teacher, special educational needs coordinator, Local Authority Special Needs Officer, psychologist, doctor

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

Knowledge: create opportunities eg planning, engage, use of materials, resources, appropriate technology, adaptation, seating placement, select topics of interest, subject material, stimulate

Consult for equality of access: communication eg listen, observe, interview, discuss; participation and access issues eg what works, what doesn’t work, what could work better, pupil, peers, parents, teacher, special educational needs coordinator, Local Authority Special Needs Officer, psychologist, doctor; involvement in design, delivery and evaluation of services eg advice, plan, feedback, review

Demonstrate inclusion: support eg application of practices, engage, deliver practical examples of supporting inclusion

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

Identify and implement adaptations: adapt to need eg curriculum modified, individual goals for pupil with learning disability, physical environment eg space for movement, safety, materials, resources, techniques

Specialist aids and equipment: how to use equipment eg 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

Supporting participation and equality of access: support eg application, use, engage, deliver practical examples, layout of classroom, sight of whiteboard, reach equipment, safe movement, access, opportunities to respond to questions, activities; adapt activities to make them accessible eg physical education activities; enable participation at appropriate level for ability, progress
5 **Be able to support others to respond to the needs of disabled children and young people and those with special educational needs**

Participate in observing and identifying the needs, capabilities and interests of disabled children and young people and those with special educational needs: identify others eg teachers, parents, peers, teaching assistants, carers, medical supporters; plan eg methods of observing, learner response; types of activities involving pupils with needs eg reading, play activities, physical activities, classroom teaching, enrichment activities, external visits, visiting experts

Encourage and support others: identify others eg teachers, parents, peers, teaching assistants, carers, medical supporters; information about needs eg plan, appropriate interventions, engagement, participation

Work in partnership: liaise with others eg teachers, parents, peers, teaching assistants, carers, medical supporters, one- to- one interviews, discussion, activities and experiences eg 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 of the classroom or from observed practice in a work placement that engages learners in participating in providing support for pupils. The unit gives learners an overview of the context in which they will support pupils with disabilities or special educational needs. Consequently, they will need to spend considerable time in their own workplace working with specific young people, getting to know them and assessing their needs and how best they can achieve inclusivity and equality of experience.

Delivery strategies may involve tutors guiding learners towards appropriate materials, including electronic resources, appropriate video/DVD material and would benefit from input by outside speakers that bring specific areas of expertise.

Learning outcome 1 requires learners to understand the rights of disabled children and young people 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 with them their current levels of understanding and set 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. Learners could pre-prepare relevant questions in readiness for these presentations that enables them to address any aspects of their knowledge they would like to improve. 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 disabled children and young people 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, for example, speech, language and communication delays have 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 could then follow about what was observed and some of the ways in which support could be given. The outcome of these discussions could then inform delivery of learning outcome 5, as they will develop learner understanding of how to respond to the needs of disabled children and young people and those with special educational needs. Further discussion of case studies where development has not followed the normal pattern would also be a useful tool to support learning. By looking at examples of development which has not followed the usual norms, and of the behaviours/learning needs/disabilities exhibited by different children and 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 compare and contrast examples of the work they observe, respecting confidentiality at all times.
Assessment

Assessment criteria 3.1, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 5.1, 5.2 and 5.3 must be assessed in the workplace.

Suggested assessment activities

Some of the assessment evidence requires explanation and understanding and it is helpful if this is completed in the early stages of assessment. Learners could evidence their knowledge and understanding of policies and procedures relating to the legal framework that governs the entitlement of disabled children and young people and those with special educational needs in the form of a briefing or presentation for others who work with them, a staff training session for example. Both methods would enhance the experience of learners and develop their 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 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 in their working environment, or a new member of staff. This task will provide opportunities for learners to explain 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 with whom they will work, their expected progress and how their needs are currently met.

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 includes the information they have obtained about the individual needs, capabilities and interests of the pupils with whom they work, of the barriers they identified to pupil participation in the planned curriculum and how they removed them. This could be supplemented with expert witness statements that evidence how learners 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.

Learners must demonstrate their ability to support others to respond to the needs of disabled children and young people and those with special educational needs. Evidence for learning outcome 5 could also be in the form of witness statements. These could be supported with evidence of how learners planned and encouraged others to participate in observing and identifying the needs, capabilities and interests of disabled children and young people and those with special educational needs. Examples of planning documents, observation checklists and timelines could be included in their portfolio as well as records of group meetings for example. 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 the learner 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

Bulman K and Savory L – *BTEC First Children’s Care, Learning and Development* (Heinemann, 2006) ISBN 9780435499068


Burnham, L – *Supporting Teaching and Learning in Schools (Primary)* (Heinemann, 2010) ISBN 9780435032043

Burnham L – *Supporting Teaching and Learning in Schools (Secondary)* (Heinemann, 2010) ISBN 9780435032050


Walton A (ed), Goddard G (Ed) – *Supporting Every Child: A Course Book for Foundation Degrees in Teaching and Supporting Learning* (Teaching Assistants' Handbooks)

Publications

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


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

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


Websites

Specific websites are available with related content.


www.teachernet.gov.uk/responsibilities

Department of Education

Teachernet