

Unit 25: Support Disabled Children and Young People and Those with Specific Requirements

Unit code:	CYPOP 6
Unit reference number:	T/601/0134
QCF level:	4
Credit value:	6
Guided learning hours:	45

Unit summary

The unit is designed to assess competence in supporting disabled children or young people and those with specific needs in partnership with their carers. It also includes partnership working with other agencies and professionals.

Assessment requirements/evidence requirements

This unit must be assessed in line with Skills for Care and Development's Assessment Strategy. Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

1 **Understand the principles of working inclusively with disabled children and young people and those with specific requirements**

Legal entitlements of disabled children and young people for equality of treatment and principles of working inclusively: legislation applicable to own home nation eg Children Act 1989, Children Act 2004, Special Educational Needs and Disability Act (SENDA) 2001, Equality Act 2010, Disability Equality Schemes; Aiming High for Disabled Children 2009; codes of practice of sector eg Special Educational Needs Code of Practice 2001, Disability Rights Commission (DCR) Code of Practice 2002, Statement of Special Educational Needs; policies and procedure of workplace setting, Children and Young People – Rights to Action

Characteristics of service-led model of provision: segregation of services; duplication of services; services shaping policy and legislation; support based on resources available rather than need; lack of flexibility; barriers to developing child and young person-led model eg economic, social, political

Characteristics of child and young person-led models of provision: holistic approach when assessing needs; early intervention; family-centred approach; flexible services; coordinated planning and commissioning of services; multi-agency working; valuing the individual; ways to involve the child or young person and family in assessment service delivery and review; parent partnerships; strategies to involve children or young people and families in shaping services; community involvement; adapting communication methods to meet individual needs

Social model of disability and effects on provision: recognition of barriers to participation; focus on determinants eg personal, environmental, community, family; effects on provision eg acknowledgement and celebration of diversity; empowerment of individual and family; focus on strengths and abilities; promoting 'can do' attitudes; recognition of training requirements; involvement of children and young people in the community to change attitudes of society

Medical model of disability and effects on provision: defined by child or young person's illness or disability; child or young person viewed as a problem; stereotyping and labelling; promoting a concept of 'normal'; effects on provision eg promoting dependence, requirement for individual to adapt to environment

The importance and role of advocacy: definition of advocacy; rights of children and young people for advocacy services; importance of having own 'voice' at each stage from assessment, service delivery and review; confidentiality; people who may act as an advocate eg trained advocate, friend, family member, member of staff; providing support for self-advocacy

Role of personal assistant: encouraging participation; mobility technologies eg motorised wheelchairs, standing frames; assistive technologies eg ICT equipment; communication aids; use of strategies to break down barriers to participation; high but realistic expectations; giving time and space; provision of differentiated activities; age appropriate materials and resources; use of visual cues; ways to encourage social/friendship networks; use of praise and rewards

2 Be able to work in partnership with families with disabled children or young people and those with specific requirements

The concepts and principles of partnerships with carers of disabled children and young people and those with specific requirements: involvement at all stages of assessment, delivery and review; concept of parents as experts on their own child; parent partnership services; shared goals: parental rights and responsibilities; supporting informed choice; improved outcomes for children and young people; involvement in shaping services and policy development

The types of support and information carers may require: impartial advice; signposting to available support and information eg resources, financial support and/or benefits; services, transport; support during statutory assessments: provision of respite care; short breaks or overnight care; palliative care; end of life care; bereavement support; mediation or advocacy services; education; training and work opportunities; work; support with childcare; online support

Ways to work in partnership with families: home or setting communication strategies; strategies to consult; parent forums; opportunities for feedback; maintaining professional relationships; information sharing; observing confidentiality; parental communication including written information; providing emotional support; dealing with conflict; being aware of the needs which parents themselves may have

3 Be able to support age and developmentally appropriate learning, play or leisure opportunities for disabled children or young people and those with specific requirements

Engage with disabled children or young people: respecting wishes, listening skills, awareness of own body language; development of interpersonal skills; valuing individual; knowing and respecting preferences; giving choice; promoting independence; empowering; focusing on strengths and abilities; giving positive feedback; sharing reviews and assessment with children; use of culturally appropriate materials

Encourage young people to express their preferences and aspirations in their chosen way of communication: use of preferred communication methods eg speech, British Sign Language, signs and symbols, Makaton; providing opportunities for language and communication development; projects and initiatives to promote consultation

How to work with children or young people and their families to assess a child or young person's learning, play or leisure needs identifying solutions to any barriers according to the principles of inclusion: role of Common Assessment Framework (CAF); skills of observation; adapting to needs; monitoring responses; open-ended activities; multi-sensory activities and environments; importance of continuous professional development; planning for and supporting transitions; encouraging children and young people to be actively involved in group activities

Develop a plan with an individual child or young person to support learning, play or leisure needs: planning in consultation with others eg health professionals, physiotherapists, play leaders; importance of planning eg appropriate environment, space, time, resources; developing; individual plans eg education plans, support plans, behaviour plans, developing SMART targets; identifying opportunities for reflection and review

Implement the learning, play or leisure plan according to own role and responsibility and evaluate its effectiveness and suggest changes for the future: evaluation of activity in relation to timing, resources, environment, outcomes, strategies to seek feedback from the child or young person and others; role of reviews to inform future planning; skills of observation of communicative behaviour of children and young people with complex needs

4 Be able to evaluate, support and develop existing practice with disabled children and young people and those with specific requirements

Overcoming barriers which restrict children and young people's access: access to eg learning, play, leisure activities, work and training, independent living; barriers eg physical access, resources, equipment; inappropriate methods of communication; financial barriers; organisational barriers (policies, procedures; attitudinal); overcoming barriers eg adapting the environment and resources; knowledge of child or young person's needs, stage of development and abilities; identifying financial support; child or young person-led model; use and adaptation of materials and resources; use of specialist aids and equipment; mobility aids

The importance of evaluating and challenging existing practice and becoming an agent of change: change eg routines, practice, attitudes; improving outcomes for children, young people and families; working more effectively; developing and/or strengthening partnerships; application of skills; observation and assessment; innovative practice; problem-solving; managing change; participation and involvement in design and delivery of services (children and young people, families, staff); leadership skills; self as role model; dealing with resistance to change

How and when to use policies and procedures to challenge discriminatory, abusive or oppressive behaviour: recognising discriminatory, abusive or oppressive behaviour; individual and organisational behaviour; reporting concerns, management structure; whistle-blowing, direct and indirect discrimination; safeguarding policies and procedures of setting

Impact of disability within different cultures and the importance of culturally sensitive practice: recognising the influence of disability on different cultures eg level of acceptance and integration; effects of stigmatisation or exclusion; effects of stereotyping; understand values and context; attitudes (positive or negative); notion of attitudes to different types of disability; sensitivity to language and religious beliefs

Importance of systems monitoring, reviewing and evaluating services for disabled children and young people: focus on outcomes for children and young people; transparency of policy and procedures; processes for participation and feedback; reviews; the Lamb Inquiry (2009); current research

5 Understand how to work in partnership with other agencies and professionals to support provision for disabled children and young people and those with specific requirements

Roles and responsibilities of partners that are involved with disabled children and young people: services (statutory, third sector, private), specialist health services, sensory services; palliative care services; youth and play workers; children's social services; special educational needs coordinator; portage services; advocacy services; role of family centres; physiotherapists; mentors; mutual exchange of information; confidentiality

Examples of multi-agency and partnership working: support for children with complex needs and their families; multi-agency; partnerships; commissioning services; multi-agency programmes which support children, young people and families eg early support programmes, support of transition, independent living support

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand the principles of working inclusively with disabled children and young people and those with specific requirements</p>	<p>1.1 outline the legal entitlements of disabled children and young people for equality of treatment and the principles of working inclusively placing the child/young person in the centre</p> <p>1.2 compare service-led and child and young person-led models of provision for disabled children and young people</p> <p>1.3 critically analyse the difference between the social model and medical model of disability and how each model affects provision</p> <p>1.4 explain the importance of:</p> <ul style="list-style-type: none"> a advocacy b facilitated advocacy for children and young people who require it c the personal assistant role <p>1.5 explain the importance of encouraging the participation of disabled children and young people</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to work in partnership with families with disabled children or young people and those with specific requirements</p>	<p>2.1 explain the concepts and principles of partnerships with carers of disabled children and young people and those with specific requirements</p> <p>2.2 explain the types of support and information carers may require</p> <p>2.3 demonstrate in own practice partnership working with families</p>			
<p>3 Be able to support age and developmentally appropriate learning, play or leisure opportunities for disabled children or young people and those with specific requirements</p>	<p>3.1 demonstrate in own practice engagement with disabled children or young people</p> <p>3.2 encourage children or young people to express their preferences and aspirations in their chosen way of communication</p> <p>3.3 demonstrate in own practice how to work with children or young people and their families to assess a child or young person's learning, play or leisure needs identifying solutions to any barriers according to the principles of inclusion</p> <p>3.4 develop a plan with an individual child or young person to support learning, play or leisure needs</p> <p>3.5 implement the learning, play or leisure plan according to own role and responsibility explaining and evaluating its effectiveness and suggesting changes for the future</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Be able to evaluate, support and develop existing practice with disabled children and young people and those with specific requirements</p>	<p>4.1 demonstrate in own practice how barriers which restrict children and young people's access are overcome</p> <p>4.2 explain the importance of evaluating and challenging existing practice and becoming an agent of change</p> <p>4.3 explain how and when to use policies and procedures to challenge discriminatory, abusive or oppressive behaviour</p> <p>4.4 describe the impact of disability within different cultures and the importance of culturally sensitive practice</p> <p>4.5 explain the importance of systems of monitoring, reviewing and evaluating services for disabled children and young people</p>			
<p>5 Understand how to work in partnership with other agencies and professionals to support provision for disabled children and young people and those with specific requirements</p>	<p>5.1 explain the roles and responsibilities of partners that are typically involved with disabled children and young people and those with specific requirements</p> <p>5.2 analyse examples of multi-agency and partnership working from own practice</p>			