

**Introduction****What is this unit about?**

This unit is about delivering services for children and families whose first, preferred or home language is not English or Welsh. It may also include sign language users and may involve accessing services from other agencies.

**Who is this unit for?**

This unit is for you if you work in a setting or service whose main purpose is to support the care, learning and development of children in partnership with their families. This unit will be useful for practitioners working in settings where additional resources, facilities or arrangements must be made in order to provide inclusive services for children and families.

**Principles and values**

You must work within the principles and values of the sector in order to achieve this unit.

**Content of unit**

The elements are:

1. Work with children and families to assess communication needs
2. Establish and maintain communication to support service delivery
3. Monitor and evaluate communication support to ensure the needs of children and families are met

**Place in the NVQ/SVQ framework**

This unit is a group 2 option unit in the Level 3 NVQ/SVQ in Children's Care, Learning and Development.

**Links to Key and Core Skills**

This unit may provide evidence for the following:

| <b>Key Skills</b>                  | <b>Core Skills</b>                  |
|------------------------------------|-------------------------------------|
| Communication: 1.1, 2.2            | Communication: Intermediate 1       |
| Working with Others: 3.1, 3.2, 3.3 | Working with Others: Intermediate 2 |
| Problem Solving: 3.1, 3.2, 3.3     | Problem Solving: Intermediate 2     |

**What we mean by some of the words used in this unit**

|                                  |   |
|----------------------------------|---|
| <b>Alternative communication</b> | This refers to any device, system or method of communication that helps individuals with communication difficulties to communicate more easily and effectively: e.g. communication boards, voice output communication aids, sign language or facial expressions, using symbols and gestures |
| <b>Communication</b>             | Verbal and non-verbal, speaking, listening, reading, writing  |
| <b>Families</b>                  | Includes parents (mothers and fathers) and carers and extended and chosen families who contribute significantly to the well-being of individual children and who may or may not have legal responsibility   |

**The National Standard****Element CCLD 334.1**    **Work with families to assess communication needs****Performance criteria**

This is the national standard which you must meet:

1. Identify a range of possible options to support communication with families and between children in the setting
2. Demonstrate a non-judgmental attitude that values diversity and recognises cultural, religious and ethnic differences
3. Explore different communication methods with families and children, to facilitate communication
4. Establish and agree families' and children's requirements for communication support
5. Identify resources to encourage and support communication and enable families and children to use these in the setting
6. Provide information to families and children about local language and communication support services in a format that can be easily understood

**The National Standard****Element CCLD 334.2**    **Establish and maintain communication to support service delivery****Performance criteria**

This is the national standard which you must meet:

1. Provide detailed and accessible information about the service to families
2. Encourage families to express their requirements of the service, using alternative communication methods they find acceptable
3. Communicate with families using agreed methods and adopting an open and welcoming approach that is likely to promote trust
4. Encourage families to share information about their child's preferences, habits and routines, using alternative communication
5. Help children to communicate with others in the setting, using agreed methods
6. Accurately record the information provided by families, and the communication methods used

| <u>The National Standard</u>   |   |
|--|---|
| <u>Element CCLD 334.3</u>  | <u>Monitor and evaluate communication and support to ensure the needs of children and families continue to be met</u> |
| <b>Performance criteria</b>  |   |
| This is the national standard which you must meet:   |   |
| <ol style="list-style-type: none"> <li>1 Monitor children's and families' progress with communication in the setting</li> <li>2 Identify any communication problems or issues arising as a result of communication differences</li> <li>3 Agree with families and colleagues how such difficulties might be solved</li> <li>4 Evaluate the effectiveness of resources and services used to support communication</li> <li>5 Discuss families' and children's views on the effectiveness of communication resources</li> <li>6 Agree and implement any changes to communication services or resources</li> <li>7 Modify how services are delivered in order to support communication</li> </ol> |   |

**What you must know and understand**

**To be competent in this unit, you must know and understand the following:**

|               |   |
|---------------|---|
| <b>K3C680</b> | Why it is important to work with families and children to assess their communication needs and how you can do this  |
| <b>K3P626</b> | What is meant by a non-judgmental attitude and why it is important to demonstrate to families that you value diversity  |
| <b>K3C682</b> | Methods that can be used to communicate with adults and children whose first or preferred language is not English or Welsh  |
| <b>K3M683</b> | Services that may be available locally for children and families  |
| <b>K3D331</b> | Specific issues for children's development and learning in multilingual or bilingual settings or where children are learning through an additional language             |
| <b>K3M685</b> | The advantages and disadvantages of using outside agencies or services to support communication in the setting  |
| <b>K3C686</b> | The resources you may need in the childcare setting to encourage and support communication  |
| <b>K3C687</b> | How you can encourage children in the setting to communicate with children whose first or preferred language is not English or Welsh and to value linguistic diversity. |
| <b>K3C688</b> | How to recognise communication differences and difficulties, the possible reasons for these   |
| <b>K3C689</b> | Why it is important to evaluate the effectiveness of communication, and strategies you can use to do this   |
| <b>K3C690</b> | Ways in which you could adapt the setting to support communication  |