

Introduction**What is this unit about?**

This unit is about supporting disabled children and/or children with special educational needs (or equivalent terminology used in your home country). It involves establishing the strengths and needs of children in partnership with their families and in collaboration with other agencies. It also includes the identification and provision of resources to enable inclusion and participation.

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 is suitable for you if you work with disabled children or children with special educational needs either as a supervisor in a setting, or have a high degree of autonomy in a setting where you are not a supervisor or work unsupervised either within a setting or within a peripatetic service in settings or homes.

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. Contribute to the inclusion of children with disabilities and special educational needs
2. Help children with disabilities and special educational needs to participate in the full range of activities and experiences
3. Support families to respond to children's needs

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:

Key Skills	Core Skills
Communication: 1.1, 3.2, 3.3	Communication: 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**Attention deficits**

A group of symptoms sometimes related to hyperactivity where it is hard for the child to organise or finish a task, to pay attention to details, or to follow instructions or conversations: the child is easily distracted or forgets details of daily routines

Augmentative and Alternative Communication (AAC)	This refers to any device, system or special method of communication that helps individuals with communication difficulties to communicate more easily and effectively: e.g. symbols, communication boards, voice output communication aids, sign language or facial expressions and gestures
Barriers to communication	Anything that prevents the child communicating with others or making relationships e.g. hearing, speech or visual loss, mental health issues, learning disabilities
Barriers to participation	Anything that prevents the child participating fully in activities and experiences offered by the setting or service
Children	Children with whom you work, except where otherwise stated
Disability	A physical or mental impairment which has a substantial and long-term adverse effect on the child's ability to carry out normal day-to-day activities
Equality of access	Ensuring that discriminatory barriers to access are removed and that information about provision is accessible to all families in the community
Integration /inclusion	Children with disabilities or special educational needs belonging to mainstream settings
Social and medical models of disability	The medical model reflects the traditional view of disability that it is something to be 'cured', treating the child as a sick patient; the social model considers that it is society that needs to change and that disabled people have rights and choices
Special educational needs	Children with special educational needs learn differently from most children of the same age. These children may need extra or different help from that given to other children
Transitions	Changing, moving between different stages of life (growing up) or physical places (home-nursery-school)

<u>The National Standard</u>	
<u>Element CCLD 321.1</u>	<u>Contribute to the inclusion of children with disabilities and special educational needs</u>
Performance criteria	
To meet the national standard you must:	
<ol style="list-style-type: none"> 1. Seek information about children from families and external support agencies in order to assess and respond to the child's individual needs 2. Identify barriers to participation; take steps to remove these and support children's participation and equality of access 3. Involve and consult children and families at each stage of determining the steps that have to be taken to support participation and access 4. Develop individual plans to meet each child's needs 5. Request additional resources or a statutory assessment where appropriate 6. Support children appropriately through transitions to ensure continuity of experiences 7. Refer concerns about children, according to setting procedures 	

The National Standard

Element CCLD 321.2 **Help children with disabilities and special educational needs to participate in the full range of activities and experiences**

Performance criteria

To meet the national standard you must:

1. Identify and take steps to overcome barriers to communication
2. Identify and take steps to overcome barriers to participation in the full range of activities and experiences
3. Offer alternative activities if appropriate
4. Implement adaptations that can be made without the use of special aids and equipment
5. Identify and deploy specialist aids and equipment as necessary
6. Adapt the environment, including layout of furniture and accessibility of equipment, where this is necessary and within your role and responsibility
7. Ensure adults involved are knowledgeable about children's disabilities and special educational needs and confident in their roles and responsibilities
8. Agree boundaries for behaviour with children and families

The National Standard

Element CCLD 321.3 **Support families to respond to children's needs**

Performance criteria

To meet the national standard you must:

1. Encourage family members to participate in observing and identifying the needs of children
2. Actively encourage family members to participate in activities with children
3. Establish partnerships with families in recognition that they are the child's primary carers and may have detailed specialist knowledge about their child
4. Tailor support to families' different needs, recognising that the material and personal resources available to them will vary
5. Encourage family members to express their feelings in a non-judgmental environment
6. Adapt your use of complex specialist language to ensure clarity and understanding

What you must know and understand

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

K3D549	The possible impact of having a child with a disability or special educational needs within a family and the varied responses of carers, siblings, and the wider family
K3P532	Legislation, regulations and codes of practice affecting provision for disabled children and children with special educational needs within your home country

K3D533	Assessment and intervention frameworks for children with special educational needs
K3D534	The rights of all children to participation and equality of access and how this affects provision
K3M535	Specialist local and national support and information that is available for you and for the children and families
K3D536	Partnerships with parents and families are at the heart of provision as they know most about their child
K3D537	There are 'expert parents' with wide-ranging and in-depth knowledge of their child and the disability or special educational need, who can offer support to others
K3D539	How integration/inclusion works in your setting and local area and the reasons for its benefits or otherwise
K3D540	Details about particular disabilities or special educational needs as they affect the children in your care and your ability to provide a high quality service
K3D541	The expected pattern of development for the children for whom you are responsible
K3C542	The possible effects of communication difficulties and attention deficits
K3C543	The purpose and use of Alternative and Augmentative Communication and assisting children through use of all available senses and experiences
K3D544	Planning for each child's individual requirements according to their age, needs, gender and abilities
K3D545	How to adapt your practice to meet the needs of all the children for whom you are responsible, according to their age, needs and abilities
K3D547	What specialist aids and equipment are relevant and available for the children you work with and how to use these safely
K3D548	The importance of early recognition and intervention to prevent learning or other difficulties from developing
K3C550	Awareness of, and ability to use, specialist terminology in the interest of the children with whom you work, whilst ensuring that use of such terminology does not act as a barrier to communication