

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

This unit is about supporting a disabled child or a child with special educational needs (or equivalent terminology within your home country).

**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 for you if you work with a disabled child or a child with special educational needs, normally as an assistant in a setting.

**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. Support a child with disabilities or special educational needs by providing care and encouragement
2. Provide support to enable the child to participate in activities and experiences
3. Support the child and family according to the procedures of the setting

**Place in the NVQ/SVQ framework**

This is a Level 2 option unit in the NVQ/SVQ for 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>                 |
|--------------------------------|-------------------------------------|
| Working with Others: 2.1, 2.2  | Communication: Access 3             |
| Communication: 1.1, 1.2        | Working with Others: Intermediate 1 |
| Problem Solving: 2.1, 2.2, 2.3 | Problem Solving: Intermediate 1     |

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

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| <b>Augmentative and Alternative Communication (AAC)</b> | 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 |
| <b>Barriers to participation</b>                        | Anything that prevents the child participating fully in activities and experiences offered by the setting or service  |
| <b>Barriers to communication</b>                        | Anything that prevents the child communicating with others or making relationships e.g. hearing, speech or visual loss, lack of support services, mental health issues, learning disabilities   |
| <b>Children</b>   | The children you work with, except where otherwise indicated  |

**CCLD 209****Support a child with disabilities or special educational needs**

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|--|--|
| <b>Disability</b>                              | 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  |
| <b>Integration</b>                             | Inclusion of children with disabilities or special educational needs in mainstream settings  |
| <b>Others</b>                                  | People who your setting's procedures say need to be informed about your concerns, such as other colleagues, supervisor, manager, SENCO, teacher  |
| <b>Social and medical models of disability</b> | 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 |
| <b>Special educational needs (SEN)</b>         | 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  |

**The National Standard****Element CCLD 209.1    Support a child with disabilities or special educational needs by providing care and encouragement****Performance criteria**

This is the national standard which you must meet:

1. Seek information about the child's individual needs from colleagues
2. Follow the child's individual plan as a basis for their care and participation
3. Promptly refer to others any concerns about the child, according to the procedures of your setting
4. Communicate effectively with the child, seeking advice and support to overcome any communication difficulties
5. Give praise and reward for the child's efforts and achievements
6. Sensitively support and care for the child, making sure that what you do is suitable for the child's age, needs and abilities

**The National Standard****Element CCLD 209.2    Provide support to help the child to participate in activities and experiences****Performance criteria**

This is the national standard which you must meet:

1. Sensitively observe the child in everyday activities, identifying any barriers to participation in activities and experiences
2. Offer alternative activities if required
3. In consultation with others adapt activities and experiences to enable the child to take part
4. Use any specialist aids and equipment as required
5. Adapt the environment, including layout of furniture and accessibility of equipment
6. Encourage children's positive behaviour

| <u>The National Standard</u>  |   |
|---|---|
| <b>Element CCLD 209.3</b>   | <b><u>Support the child and family according to the procedures of the setting</u></b> |
| <b>Performance criteria</b>   |   |
| This is the national standard which you must meet:  |   |
| <ol style="list-style-type: none"> <li>1. Seek help from others when you require information or support</li> <li>2. Support family members to participate in activities with children, as required by your setting</li> <li>3. Give feedback about a child's progress to the child and other adults as required</li> <li>4. Record children's progress according to agreed methods</li> </ol> |   |

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

|               |   |
|---------------|---|
| <b>K2P142</b> | Laws and codes of practice affecting provision for disabled children and those with special educational needs within your home country          |
| <b>K2M143</b> | Specialist local and national support and information that is available for disabilities and special educational needs                          |
| <b>K2D144</b> | Partnerships with parents and families are at the heart of provision as they know most about their child and how partnerships can be encouraged |
| <b>K2D145</b> | The importance of not labelling children and having realistic expectations  |
| <b>K2D146</b> | How integration/inclusion works in your setting and local area and the reasons for its benefits or otherwise                                    |
| <b>K2D147</b> | Details about particular disabilities or special educational needs affecting the children in your care  |
| <b>K2C148</b> | How to use Alternative and Augmentative Communication and assist children through use of all their available senses                             |
| <b>K2D149</b> | Planning for each child's individual requirements in partnership with other colleagues  |
| <b>K2D150</b> | What barriers may exist preventing children's participation and how to remove these barriers  |
| <b>K2D151</b> | How to make sure what you do is suitable for all the children you work with, according to their age, needs and abilities                        |
| <b>K2D152</b> | What specialist aids and equipment are available for the children you work with and how to use these safely                                     |
| <b>K2D153</b> | The possible impact of having a child with a disability or special educational need within a family   |