

## Unit 131: Support Children and Young People with Additional Needs

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Level:	4
Unit type:	Optional
Credit value:	6
Guided learning hours:	43

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### Unit Aim

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

### Assessment requirements

This unit must be assessed in line with *Skills for Health Assessment Principles for Qualifications that Assess Occupational Competence* document. Detailed information can be found in *Annexe A* of the qualification specification.

Evidence for skills within learning outcomes 2 and 3 must come from real work activities.

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1 Understand the principles of working with children and young people with additional needs	1.1 Outline the legal entitlements of <b>children and young people</b> with <b>additional needs</b> for equality of treatment
	1.2 Outline the principles of working inclusively to support <b>additional needs</b>
	1.3 Compare service led and child and young person led models of provision for <b>children and young people</b>
	1.4 Critically analyse the difference between the social and medical models of disability
	1.5 Explain how each model of disability affects provision

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
	1.6 Explain the importance of advocacy for <b>children and young people</b> who require it 1.7 Explain the importance of encouraging the participation of <b>children and young people</b> in all aspects of care and support
2 Be able to work in partnership with families with children or young people with additional needs	2.1 Explain the concepts and principles of partnerships with carers of <b>children and young people</b> 2.2 Explain the types of support and information carers may require 2.3 Work in partnership with families to support <b>additional needs</b>
3 Be able to support age and developmentally appropriate learning, play or leisure opportunities for children or young people with additional needs	3.1 Engage with <b>children or young people</b> with <b>additional needs</b> 3.2 Encourage <b>children or young people</b> to express their preferences and aspirations using their chosen method of communication 3.3 Assess a child or young person's learning, play or leisure needs identifying solutions to any barriers according to the principles of inclusion 3.4 Develop a plan with a child or young person to support learning, play or leisure needs 3.5 Implement the learning, play or leisure plan according to own role and responsibility 3.6 Evaluate the effectiveness of the plan, suggesting changes for the future
4 Understand how to evaluate, support and develop existing practice with children and young people with additional needs	4.1 Explain how barriers which may restrict <b>children and young people's</b> access to services could be overcome 4.2 Explain the importance of evaluating existing practice 4.3 Explain the importance of challenging existing practice and becoming an agent of change 4.4 Explain how and when to use policies and procedures to challenge discriminatory, abusive or oppressive behaviour

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
	<p>4.5 Describe the impact a child or young person with <b>additional needs</b> has within different cultures</p> <p>4.6 Outline the importance of culturally sensitive practice</p> <p>4.7 Explain the importance of systems for monitoring, reviewing and evaluating service</p>
<p>5 Understand how to work in partnership with other agencies and professionals to support provision for children and young people with additional needs</p>	<p>5.1 Explain the roles and responsibilities of other professionals that are typically involved with <b>children and young people</b> with <b>additional needs</b></p> <p>5.2 Analyse examples of multi-agency and partnership working from own practice</p>

### **Additional information about the unit**

Exemplification of terms used in assessment criteria:

**Children and young people** are from birth to their nineteenth birthday.

**Additional needs** may include:

- Behavioural, emotional and social development needs
- Cognition and learning needs
- Communication and interaction needs
- Physical and sensory needs.