
Overview

This standard identifies the requirements when leading in advising and supporting practitioners who work with children with additional needs in early years settings. You will be required to plan and promote interventions designed to meet the needs of children who require additional support. You will also be required to lead in the development of the service in the settings within the local area you are responsible for.

Performance criteria

You must be able to:

1. implement strategies to support and advise practitioners about the progress of children
2. work with practitioners to build relationships with families
3. work collaboratively with range of agencies
4. help practitioners to identify children who may need additional support
5. guide practitioners in sharing concerns about children with families
6. support practitioners to work in collaboration with families to gather information about the preferences and needs of children
7. lead the development of personalised plans to support children with additional needs, working closely with practitioners and families
8. develop and implement strategies for monitoring and evaluating personalised plans
9. use budgets and resources to maximise the support offered to children with additional needs
10. share information with others to inform their work and yours
11. support practitioners to prepare children for transitions to other settings
12. offer support and advice to practitioners in their daily work with children with additional needs
13. promote safe environments where practitioners can discuss aspects of their work in confidence with others
14. develop policies for inclusion and access for children with additional needs
15. prioritise and respond to practitioners needing support
16. ensure referral procedures are clear, and records are organised and relevant
17. model and encourage responsive interactions that foster positive relationships with children and families
18. acknowledge the contributions of practitioners in working with children with additional needs
19. work with others to provide appropriate support packages for children and families
20. contribute to the development of local services and resources
21. maintain positive relationships and effective communication with practitioners
22. develop and share best practice in working with children with additional needs
23. identify suitable professional development opportunities for practitioners to

enhance their practice

24. support practitioners in accessing learning and development opportunities

25. evaluate the effectiveness of services provided for children with additional needs

26. complete records and reports required for supporting practitioners who work with children with additional needs

27. reflect on how you carried out your roles and responsibilities when leading the support of practitioners in early years settings who work with children with additional needs

Knowledge and understanding

You need to know and understand:

1. how to support the transitions that children with additional needs may go through
2. the principles of inclusion and integration and how they are applied under current guidance
3. the assessment framework used in your local area, including its principles, associated interventions, and how it applies to children with additional needs
4. where to source information about additional needs
5. the local, regional, and national resources available to support children with additional needs
6. how to lead on the application of trauma informed principles in the provision for children with additional needs
7. the actions to take if you have concerns about the development of children
8. realistic developmental and learning goals for children with additional needs
9. the influence of neurodivergence and additional needs on the development of children
10. the influence of culture and background on children with additional needs
11. how to support practitioners with strategies and resources that may be useful for children with additional needs
12. how to support practitioners in challenging situations
13. how to support emotional regulation in early years settings
14. how to lead on dignity, kindness and compassion when supporting children with additional needs
15. how to develop differentiated curricula, based on the individual needs of children
16. the difference between personalised learning and differentiated curriculum delivery
17. the range of aids, resources, digital tools and devices for children with additional needs and how to obtain them
18. how to ensure your skills, knowledge, and advice are available to practitioners
19. the sources of personal and professional support available to you
20. the benefits of working as part of an integrated team
21. the importance of working in partnership with families and strategies to develop these partnerships
22. the role of the local community in supporting and providing information

-
23. how and why to involve children and young people in decision-making to influence change
 24. the principles of personalisation in care, and how to manage this in the workplace
 25. the importance of advocacy on the rights and participation of children
 26. how to evaluate services for children with additional needs
 27. the records and reports required for leading the support of practitioners in early years settings who work with children with additional needs
 28. theories relevant to leading the support of practitioners in early years settings who work with children with additional needs
 29. the relevant legal requirements, standards of practice, frameworks and guidance for leading the support of practitioners in early years settings who work with children with additional needs
 30. the workplace requirements on equality, diversity, inclusion and rights when leading the support of practitioners in early years settings who work with children with additional needs
 31. how your personal experiences and unconscious bias may impact when leading the support of practitioners in early years settings who work with children with additional needs, and how to address this
 32. the role of supervision, reflective practice and learning and development in leading the support of practitioners in early years settings who work with children with additional needs

HSCCLD427

Lead the support of practitioners in early years settings who work with children with additional needs



Glossary

The glossary for this National Occupational Standard is available on the Skills for Care and Development website.

HSCCLD427

Lead the support of practitioners in early years settings who work with children with additional needs



Developed by Skills for Care & Development

Version Number 1

Date Approved 31 Jan 2026

Indicative Review Date 31 Jan 2031

Validity Current

Status Original

Originating Organisation Skills for Care and Development

Original URN HSCCLD427

Relevant Occupations Social Care and Childrens Care

Suite Health and Social Care & Childcare Learning and Development

Keywords Early years, children with additional needs, Health and Social Care & Children's Care Learning and Development
