
Overview

This standard identifies the requirements when leading the assessment, evaluation and support of children and young people's communication. This includes supporting assessment of communication, language and literacy and facilitates the provision of an environment that promotes and enhances the communication, language and literacy of children and young people. It also includes supporting the monitoring, evaluation and planning of improvements in communication, language and literacy.

Performance criteria

You must be able to:

1. identify relevant assessment and curriculum framework requirements
2. develop approaches to assess the communication, language and literacy of children or young people
3. lead the use of observations and feedback from children or young people and others to support communication, language and literacy
4. encourage children or young people and others to be involved in assessments and evaluations
5. promote a child-centred approach in assessments
6. support others to recognise different aspects of communication, language and literacy in assessment processes
7. collaborate with others to reflect on practice and model reflective skills
8. plan and develop programmes and activities that promote the communication, language and literacy of children or young people and align with curriculum and assessment frameworks
9. promote equality of access to and participation in communication programmes and experiences
10. work with others to create a supportive communication environment that enhances the communication, language and literacy of children or young people
11. procure and lead the use of displays, resources, digital tools and devices to support communication, language and literacy
12. support the use of routines to promote communication, language and literacy
13. promote both child-led and adult-led activities to support communication, language and literacy
14. encourage responsive and sensitive interventions to support communication and language
15. develop procedures for monitoring and evaluating the development of communication, language and literacy of children or young people
16. support others to monitor and evaluate the development of communication, language and literacy of children or young people
17. identify good practice, required changes and plans for continuous development
18. complete records and reports required for leading the support of children and young people's communication
19. reflect on how you carried out your roles and responsibilities when leading the

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Knowledge and understanding

You need to know and understand:

1. the expected pattern of communication development for children and young people
2. the holistic nature of development relating to the communication of children and young people
3. factors that impact the communication development of children and young people
4. the influence of neurodivergence and additional needs on the communication support of children and young people
5. the influence of culture and background on the communication of children and young people
6. how communication needs can impact significantly on life outcomes
7. the impact of early intervention on language and communication
8. how transitions can impact the communication of children and young people
9. the importance of valid and reliable data in assessing the communication, language and literacy development of children and young people
10. how to lead on the application of trauma informed principles to support communication
11. how to lead the processes and procedures for observation and assessment in the workplace
12. the rationale for assessment approaches used in the workplace
13. specific considerations relating to the learning of children and young people through an additional language
14. methods of supporting literacy with children and young people
15. how to lead on dignity, kindness and compassion in the communication support of children and young people
16. how to support emotional regulation during communication
17. how to incorporate communication and literacy development into areas of play, imagination and learning in ways that are meaningful and enjoyable for children and young people
18. different types of verbal and non-speaking communication that may be used, including strategies for children and young people requiring additional support to communicate
19. the types of resources, equipment, digital tools and devices, activities and

experiences that are most productive in the development of communication

20. the records and reports required for leading the support of children and young people's communication

21. theories relevant to leading the support of children and young people's communication

22. the relevant legal requirements, standards of practice, frameworks and guidance for leading the support of children and young people's communication

23. the workplace requirements on equality, diversity, inclusion, and rights when leading the support of children and young people's communication

24. how to work in partnership with others to support children and young people's communication

25. how your personal experiences and unconscious bias may impact when leading the support of children and young people's communication, and how to address this

26. the role of supervision, reflective practice and learning and development in the support of children and young people's communication

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Glossary

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

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