

Overview

This standard identifies the requirements when promoting the care, learning and development of children with additional needs in early education settings. It requires you to advise and support others in settings where children with additional needs attend. This includes liaising with children, their families and others to collect appropriate information about individual children with additional needs. You are also required to review education plans and to collate and update information about children with additional needs, in partnership with their families.

Performance criteria

You must be able to:

1. identify and agree your roles and responsibilities in promoting the care learning and development of children with additional needs in an early education setting
2. observe individual children and use the information to support their care, learning, and development in an early education setting
3. establish positive relationships with children and families
4. work in partnership with families to gather information on the needs and preferences of children
5. work in partnership with children and families to develop personalised plans to support care, learning and development in an early education setting
6. work with others to assess and respond to the individual needs of children
7. model techniques and child-centred approaches when working with children with additional needs in an early education setting
8. support others to work in partnership with children and families
9. ensure the necessary resources are available for children, families and others
10. identify and access support required to meet the current and future needs of children
11. review personal plans in partnership with children, families and others to support care, learning and development in an early education setting
12. ensure everyone involved is aware of any changes to personal plans to support care, learning and development in an early education setting
13. support others to implement personalised plans in an early education setting
14. contribute to records and reports required for the care, learning and development of children with additional needs in an early education setting
15. reflect on how you carried out your roles and responsibilities when promoting the care, learning and development of children with additional needs in an early education setting

Knowledge and understanding

You need to know and understand:

1. the influence of neurodivergence and additional needs on the care, learning and development of children
2. the transitions children may experience and the impact of change on their learning and development
3. the emotional, social and environmental pressures families of children with additional needs may experience and require support with
4. the appropriate use of language to support understanding of the needs of children
5. the assessment and intervention frameworks for children with additional needs
6. the importance of dignity, kindness and compassion in supporting children with additional needs
7. your role in supporting the engagement of children and families
8. the rights children to have to equal access to care and support
9. local and national support available for children with additional needs, families and others
10. advocacy services that support the rights of children and families
11. the expertise of families regarding the needs of children
12. the influence of culture, background and spirituality on the care, learning and development of children with additional needs
13. integration and inclusion practices in the workplace and local area
14. how to apply trauma informed principles in the care, learning and development of children with additional needs in an early education setting
15. typical developmental patterns and individual variations in children
16. how to recognise behaviour as a form of communication
17. how to support emotional regulation in early education settings
18. the importance of partnership working with families to personalise approaches to meet the needs of children
19. types and use of aids, equipment, digital tools or devices to support the care, learning and development of children in an early education setting
20. augmentative and alternative communication strategies to support children
21. the records and reports required for promoting the care, learning and development of children with additional needs in an early education setting
22. theories relevant to promoting the care, learning and development of children

with additional needs in an early education setting

23. the relevant legal requirements, standards of practice, frameworks and guidance for promoting the care, learning and development of children with additional needs in an early education setting

24. the workplace requirements on equality, diversity, inclusion and rights when promoting the care, learning and development of children with additional needs in an early education setting

25. how your personal experiences and unconscious bias may impact when promoting the care, learning and development of children with additional needs in an early education setting, and how to address this

26. the role of supervision, reflective practice and learning and development in promoting the care, learning and development of children with additional needs in an early education setting

HSCCLD345

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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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