
Overview

This standard identifies the requirements when promoting programmes and activities for children and young people with additional support needs. This includes contributing to the assessment of children and young people's specific developmental levels and support needs, supporting the implementation of programmes and support activities to meet the preferences and needs of children and young people with additional needs and contributing to evaluating children and young people's participation in programmes and support activities.

Performance criteria

You must be able to:

1. establish consent and access information on the development, preferences, and support needs of children or young people
2. identify assessment frameworks and processes to ensure an appropriate approach to understanding the preferences and needs of children or young people with additional needs
3. support children or young people with additional needs and others to discuss the purpose of assessments, what they involve, and how they are used for support
4. support children or young people with additional needs and others to communicate their preferences, concerns, and views about assessments
5. identify areas where children or young people with additional needs and others have differing views and agree on ways to manage these differences
6. carry out areas of assessments that you are responsible for and support others to do so
7. work in ways that recognise the expertise, experience, and culture of children or young people with additional needs and others
8. contribute to identifying outcomes of development programmes and activities for children or young people with additional needs
9. work in partnership with children or young people with additional needs and others to explore and evaluate different options to meet their needs and preferences
10. support children or young people with additional needs and others to express their views and choices about programmes and activities
11. identify resources that support participation, development, and risk management for children or young people with additional needs
12. contribute to agreeing programmes and activities and how they will be implemented to best support children or young people with additional needs
13. carry out activities for which you are responsible and encourage children or young people with additional needs independence to participate in programmes and activities
14. monitor any changes in children or young people with additional needs during their participation and take appropriate action
15. use observations to assess the impact of programmes and activities on children or young people with additional needs

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16. support children or young people with additional needs and others to feedback on programmes and activities
 17. work in partnership with children or young people with additional needs and others to identify changes required to programmes and activities
 18. complete records and reports required on programmes and activities for children or young people with additional needs
 19. reflect on how you carried out your roles and responsibilities when promoting programmes and activities for children or young people with additional needs

Knowledge and understanding

You need to know and understand:

1. the significance of transitions in the development of children and young people and how these transitions impact their developmental requirements
2. the influence of culture and background on the selection of programmes and activities for children and young people
3. how to create and implement individual development plans that address the preferences and needs of children and young people with additional needs
4. techniques for assessing and managing risks associated with developmental activities, and support positive risk taking
5. ways to communicate with children and young people about their developmental goals, preferences, and the activities they will be participating in
6. how to provide emotional and psychological support to children and young people during assessments and developmental activities with privacy and dignity
7. the importance of dignity, kindness, and compassion in promoting programmes and activities for children and young people with additional needs
8. how to support emotional regulation during participation in programmes and activities
9. how to use appropriate terminology and language to discuss developmental needs and care with children and young people, families, and others
10. the range of specialist local and national support services available to children and young people with additional needs, how to access these resources and the importance of sustainable practices
11. the importance of families in assessing and meeting the development needs of children and young people with additional needs
12. the specific developmental challenges presented by different additional needs and how these influence children and young people's care, learning, and development
13. typical developmental patterns and the individual variations in developmental needs, and how to account for these differences in planning care and learning activities
14. how to apply trauma informed principles to promote programmes and activities for children and young people with additional needs
15. how to design and plan individualised approaches that meet the developmental care needs of children and young people

16. how to adapt your practice and interventions to meet the developmental needs of children and young people
17. methods to evaluate the effectiveness of developmental support
18. the role of digital tools and devices in supporting the development and personal care needs of children and young people, and how to use these safely and effectively
19. the records and reports required for promoting programmes and activities for children and young people with additional needs
20. theories relevant to promoting programmes and activities for children and young people with additional needs
21. the relevant legal requirements, standards of practice, frameworks and guidance for promoting programmes and activities for children and young people with additional needs
22. the workplace requirements on equality, diversity, inclusion, and rights when promoting programmes and activities for children and young people with additional needs
23. how to work in partnership with others to promote programmes and activities for children and young people with additional needs
24. how your personal experiences and unconscious bias may impact when promoting programmes and activities for children and young people with additional needs, and how to address this
25. the role of supervision, reflective practice and learning and development in promoting programmes and activities for children and young people with additional needs

HSCCLD362

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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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