
Overview

This standard outlines the requirements for working with children and young people, families, and others to identify and assess the need for early intervention to support the wellbeing and development of children and young people. Needs may include sensory impairment, health conditions such as chronic illness or disability, social support, language and communication, developmental delay, or other circumstances requiring early intervention.

Performance criteria

You must be able to:

1. identify and agree on the roles and responsibilities of families and others in supporting the wellbeing and development of children or young people
2. build relationships with children or young people and families
3. work in partnership with others to create supportive environments for children or young people and families
4. use different styles and methods to communicate in ways that support children or young people and families to share any concerns
5. treat children or young people and families with respect, valuing their culture and background
6. use observations and other sources of information to identify and confirm concerns about children or young people
7. work with others to refer children or young people and families who need support to the right services
8. act in the interests of children or young people and families
9. work in partnership with families to assess and understand the needs of children or young people
10. encourage families to talk about the strengths and challenges of children or young people
11. work with families to identify the support they need
12. talk through options and interventions that could support the wellbeing and development of children or young people
13. provide families with information about resources and services that can provide support
14. work in partnership with others to support families to discuss and access resources and services
15. work with families to decide what information should be shared with others
16. work in partnership with children or young people, families and others to review progress and identify and address any changes
17. complete records and reports required for early intervention for the benefit of children or young people and families
18. reflect on how you carried out your roles and responsibilities to promote early intervention for the benefit of children or young people and families

Knowledge and understanding

You need to know and understand:

1. the transitions that children and young people may go through and how these can impact their wellbeing and development
2. how social, physical and economic factors impact the development of children and young people
3. the influence of neurodivergence and additional needs on the wellbeing and development of children and young people
4. how to create supportive environments that encourages families to share information about the needs and experiences of children and young people
5. how to use different styles and methods of communication to support families to discuss the wellbeing and development of children and young people
6. the importance of dignity, kindness, and compassion in supporting children and young people and families through early intervention
7. how to support emotional regulation during early interventions
8. the role of cultural awareness, sensitivity and valuing diverse backgrounds and experiences when working with families
9. the importance of understanding how families feel about seeking intervention or specialist help for children and young people and how to respond with sensitivity
10. how to observe children and young people effectively and use a range of information sources to identify potential challenges
11. how to apply trauma informed principles to support early intervention of children and young people
12. the importance of partnership working and involving families in supporting early intervention of children and young people
13. how to provide families with relevant information about resources and services, and support to access services
14. the importance of identifying the roles and responsibilities of families and others in supporting the wellbeing and development of children and young people
15. how to identify challenges that may prevent families from accessing support and strategies to overcome them
16. the importance of reviewing the needs of children and young people and families and how to make changes based on feedback and progress
17. how to work in partnership with others to promote early intervention for the benefit of children and young people and families

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18. how to use digital tools and devices to promote early intervention for the benefit of children and young people and families
 19. the records and reports required for promoting early intervention for the benefit of children and young people and families
 20. theories relevant to early intervention for the benefit of children and young people and families
 21. the relevant legal requirements, standards of practice, frameworks and guidance for promoting early intervention for the benefit of children and young people and families
 22. the workplace requirements for equality, diversity, inclusion, and rights when promoting early intervention for the benefit of children and young people and families
 23. how your personal experiences and unconscious bias may impact when promoting early intervention for the benefit of children and young people and families, and how to address this
 24. the role of supervision, reflective practice and learning and development in early intervention support for children and young people and families

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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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