
Overview

This standard identifies the requirements when leading the support of the provision for children and young people with additional needs. It includes coordinating and reviewing policies and procedures, based on policy and practice in your nation and setting. It also includes reviewing practice for inclusion and participation of children and young people with additional needs. It requires you to co-ordinate planning for individual children and young people with others.

Performance criteria

You must be able to:

1. co-ordinate policies and procedures that support provision for children or young people with additional needs
2. develop and implement policies and procedures that enhance inclusive practice and support effective participation for children or young people with additional needs
3. ensure specialist terminology is clear and simplified for all involved
4. identify and use a range of information to inform planning and decision-making
5. provide accurate and accessible information for families and others
6. organise and schedule staged assessment reviews, extending intervals when children or young people are making consistent progress
7. implement a graduated, individualised response that meets the unique needs of children or young people
8. maintain high expectations and commit to raising achievements based on realistic appraisals of the abilities of children or young people
9. work in collaboration with others to secure additional resources or initiate statutory assessments
10. support others to keep individual plans up to date, ensuring they reflect evolving needs
11. ensure that resources are available and that others identify and respond to the additional needs of children or young people
12. build the confidence of others in supporting children or young people with additional needs
13. strategically plan and support children or young people through transitions
14. establish partnerships working with others to enhance integrated support for children or young people with additional needs
15. share relevant information with children or young people, families and others
16. review existing policies and procedures to ensure they remain effective and relevant
17. use data collection and analysis to evaluate the impact of policies and procedures
18. identify issues and plan for continuous improvement in the implementation of inclusive practices
19. work in partnership with children or young people and families to develop and

review policies, procedures, and practice

20. complete records and reports required for the review of policies, procedures and practice for children or young people with additional needs

21. reflect on how you carried out your roles and responsibilities when leading the review of policies, procedures and practice for children or young people with additional needs

Knowledge and understanding

You need to know and understand:

1. how to support the transitions that children and young people with additional needs may go through
2. the rights of children and young people to participation and equality of access and how these rights shape service provision
3. how to lead on the application of trauma informed principles in workplace policies, procedures and practices
4. the local and national specialist support resources and information available for children and young people, families, and others
5. the principles of effective partnership working with families
6. the differences between social and medical models of disability and their implications for service delivery
7. where to find information about specific additional needs
8. how neurodiversity and additional needs influence the development of children and young people
9. the influence of culture and background on policies, procedures and practice for children and young people with additional needs
10. the importance of involving children and young people in decision-making processes to drive positive change
11. how to support emotional regulation during changes to policies, procedures and practice
12. how to lead on dignity, kindness and compassion when supporting children and young people with additional needs
13. how to identify and overcome challenges to access and participation
14. the rationale for integrated provision and the benefits it brings to children and young people with additional needs
15. the purpose and use of augmentative and alternative communication methods and how to support others in using these approaches
16. the importance of advocacy on the rights and participation of children and young people
17. the range of aids, resources, digital tools and devices to support children and young people with additional needs and how to obtain them
18. the importance of early recognition and intervention in preventing further learning or developmental challenges

19. how to use specialist terminology accurately and sensitively
20. the local, regional and national support available for children and young people with additional needs and their families
21. the principles of personalisation in care, how these principles change practice, and how personalised care is planned and managed
22. the difference between personalised learning and differentiated curriculum delivery
23. how to work in partnership with others to review policies, procedures and practice for children and young people with additional needs
24. the records and reports required for reviewing policies, procedures and practice for children and young people with additional needs
25. theories relevant to leading the review of policies, procedures and practice for children and young people with additional needs
26. the relevant legal requirements, standards of practice, frameworks and guidance for leading the review of policies, procedures and practice for children and young people with additional needs
27. the workplace requirements on equality, diversity, inclusion and rights when leading the review of policies, procedures and practice for children and young people with additional needs
28. how your personal experiences and unconscious bias may impact when leading the review of policies, procedures and practice for children and young people with additional needs, and how to address this
29. the role of supervision, reflective practice and learning and development in the review of policies, procedures and practice for children and young people with additional needs

HSCCLD435

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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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