

Unit 17: Support Disabled Children and Children With Specific Requirements

Unit reference number: K/506/1247

QCF level: 4

Credit value: 6

Guided learning hours: 45

Unit aim

The aim of this unit is to assess competence in supporting disabled children and children with specific needs in partnership with their parents and/or carers. It includes partnership working with other agencies.

Unit assessment requirements/evidence requirements

AC 1.5 **Advocacy** is independent help and support with understanding issues and assistance in putting forward a person's own views, feelings and ideas. It is helping people to say what they want, secure their rights and represent their interests.

AC 5.1 **Other agencies**

- carers
- foster carers
- residential workers
- social workers
- psychologists
- doctors
- support workers
- police
- youth justice
- speech and language therapists
- inspectors

This unit must be assessed in the workplace.

This unit must be assessed in accordance with the Early Years Educator Qualifications Assessment Principles.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand the principles of working inclusively with disabled children and children with specific requirements	1.1	Explain disabled children's legal entitlements for equality of treatment				
		1.2	Explain the principles of working inclusively with children				
		1.3	Compare service-led and child-led models of provision for disabled children				
		1.4	Critically compare: <ul style="list-style-type: none"> The social model of disability The medical model of disability How each model affects provision 				
		1.5	Explain the importance of advocacy and facilitated advocacy for children who require it				
		1.6	Explain the importance of the personal assistant role for disabled children				
		1.7	Explain the importance of encouraging the participation of disabled children				
		1.8	Describe the impact of disability within different cultures and the importance of culturally sensitive practice				
		1.9	Explain the importance of systems of monitoring, reviewing and evaluating services for disabled children				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Be able to work in partnership with parents and/or carers with disabled children and children with specific requirements	2.1	Explain the principles of partnerships with parents and/or carers of disabled children and those with specific requirements				
		2.2	Identify the types of support and information parents and/or carers of disabled children or those with specific requirements may require				
		2.3	Plan strategies for partnership working with parents and/or carers of disabled children or those with specific requirements				

Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date
<p>3 Be able to support age and developmentally appropriate learning, play and leisure opportunities for disabled children and children with specific requirements</p>	3.1	Plan strategies for engaging with disabled children and those with specific requirements				
	3.2	Work in partnership with children and their parents and/or carers to assess a child's: <ul style="list-style-type: none"> • Learning needs • Play needs • Leisure needs 				
	3.3	Identify solutions to any barriers to learning, play or leisure according to the principles of inclusion				
	3.4	Develop a plan with an individual child to support their: <ul style="list-style-type: none"> • Learning needs • Play needs • Leisure needs 				
	3.5	Implement a learning, play or leisure plan according to own role and responsibilities that takes into account the child's: <ul style="list-style-type: none"> • Age • Developmental stage • Individual needs 				
	3.6	Evaluate the effectiveness of a given learning, play or leisure plan				
	3.7	Develop a plan for improving own practice in supporting disabled children and those with specific requirements				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Be able to evaluate, support and develop existing practice with disabled children and children with specific requirements	4.1	Explain how potential barriers which restrict children's access to learning, play and leisure are overcome in own setting				
		4.2	Evaluate the effectiveness of measures to overcome barriers to inclusion in own setting				
		4.3	Plan strategies for improving own practice in overcoming barriers to inclusion				
		4.4	Identify how to apply policies and procedures to challenge discriminatory, abusive or oppressive behaviour				
5	Understand how to work in partnership with other agencies to support provision for disabled children and children with specific requirements	5.1	Explain the roles and responsibilities of other agencies who are involved with disabled children and those with specific requirements				
		5.2	Evaluate the effectiveness of own practice in multi-agency and partnership working				

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)