

Unit 20: Understand Residential Childcare for Children and Young People with Complex Disabilities or Conditions

Unit reference number: R/506/8502

QCF level: 3

Credit value: 3

Guided learning hours: 27

Unit summary

In this unit, you will gain knowledge and understanding of the nature of complex disabilities and conditions and the typical impacts of these on children and young people. You will understand the impact on families of having a child with a complex disability or condition, including how and why the impact may change over time and how early intervention helps the families.

You will gain an understanding of residential services for children and young people with complex disabilities or conditions, including types of residential childcare and how they work in partnership with families. The principles for working with children and young people with complex disabilities or conditions are explored and how to support the participation of children and young people with complex disabilities or conditions, in their own care, day to day living and daily activities of the setting.

Additional information

Complex disabilities and conditions may include (but are not confined to) profound and multiple learning difficulty, severe learning difficulty, physical impairment, multi-sensory impairment

Different aspects may include

- practical
- emotional
- financial
- social
- accommodation
- health
- family relationships
- employment

Types of residential childcare e.g.

- Short break
- Shared care
- 52 week

A residential childcare service: this should be the learner's own workplace where there is one; otherwise a service local to the learner

Types of support e.g.

- communication systems
- technological aids
- advocacy
- facilitated advocacy

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 outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
<p>1 Understand the nature of complex disabilities and conditions and their impact on children and young people</p>	<p>1.1 Describe the causes and effects of complex disabilities and conditions</p> <p>1.2 Describe the typical impacts of complex disabilities and conditions on children and young people</p>
<p>2 Understand the impact on families of having a child with a complex disability or condition</p>	<p>2.1 Describe ways in which having a child with a complex disability or condition can impact on different aspects of families' lives</p> <p>2.2 Describe how and why the impact of a child's disability or condition may change over time</p> <p>2.3 Explain how theories of loss and grief relate to the families of children with complex disabilities or conditions</p> <p>2.4 Explain how early intervention helps the families of children and young people with complex disabilities or conditions</p>
<p>3 Understand residential services for children and young people with complex disabilities or conditions</p>	<p>3.1 Describe types of residential childcare for children and young people with complex disabilities or conditions</p> <p>3.2 Describe how different types of residential childcare seek to work in partnership with families</p> <p>3.3 Explain how residential childcare services work with other agencies and professionals to support children and young people with complex disabilities or conditions and their families</p> <p>3.4 Explain the aims and objectives of a residential childcare service and what it seeks to achieve for children or young people</p>

Learning outcomes	Assessment criteria
<p>4 Understand principles for working with children and young people with complex disabilities or conditions</p>	<p>4.1 Outline the legal entitlements to equality of treatment for children and young people with complex disabilities or conditions</p> <p>4.2 Explain the importance of the child-led model of provision</p> <p>4.3 Analyse how the social model and medical model of disability affect provision</p> <p>4.4 Describe how different cultural views of disability can impact on practice</p>
<p>5 Understand how to support the participation of children and young people with complex disabilities or conditions</p>	<p>5.1 Explain the importance of maximising active participation of children and young people with complex disabilities or conditions in their own care and day to day living</p> <p>5.2 Describe ways in which children and young people with complex disabilities or conditions can be encouraged to participate in the daily activities of the setting</p> <p>5.3 Describe how children and young people with complex disabilities or conditions can be encouraged to contribute to shaping future services</p> <p>5.4 Describe types of support used to enable children and young people with complex disabilities or conditions to express their views, preferences and aspirations</p> <p>5.5 Describe ways to engage with children and young people with complex disabilities or conditions focusing on:</p> <ul style="list-style-type: none"> • individual strengths and needs • building resilience

Unit amplification

1 Understand the nature of complex disabilities and conditions and their impact on young people

The causes and effects of complex disabilities and conditions: congenital e.g. cerebral palsy; cystic fibrosis; spina bifida; muscular dystrophy; downs syndrome; Visual impairments; cardiac conditions; acquired e.g. arthritis; cardiac conditions; traumatic brain injury; emotional disturbance; hearing and sight loss; neurological e.g. epilepsy; autism; ADHD; learning disability; progressive e.g. hearing loss; sight loss

The typical impacts of complex disabilities and conditions on children and young people: social, emotional and behavioural difficulties; missing key developmental milestones; communication difficulties; education; employment

2 Understand the impact on families of having a child with a complex disability of condition

Ways in which having a child with a complex disability or condition can impact on different aspects of families' lives: social and leisure activities e.g. access; mobility; supervision; transport; personal health; respite; employment; household and domestic tasks; family relationships; implications for siblings; family well-being e.g. emotional; psychological; physical; financial

How and why the impact of a child's disability or condition may change over time: life expectancy; medical and social advances; support networks; provision or services; advice and assessment about benefits; multi-professional input e.g. paediatrician, physiotherapist, occupational therapist, speech and language therapist

How theories of loss and grief relate to the families of children with complex disabilities or conditions: Bowlby's attachment theory; Freud, personal attachment; Kubler-Ross – the five stages of grief model; Lindemann's grief work; Rando's Six R Processes of Mourning; Le Poidevin, The Multidimensional Model

How early interventions help the families of children and young people with complex disabilities or conditions: early diagnosis; medical management e.g. support in home, community or hospital environment; genetic counselling; access to information; involvement in processes; family well-being e.g. emotional; psychological; physical; financial

3 Understand residential services for children and young people with complex disabilities or conditions

Types of residential childcare for children and young people with complex disabilities or conditions; short, medium, long term care; specialist homes e.g. learning or physical disabilities; invasive health care; autism; associated challenging/mental health; crisis care; integrated care and education; life limited care

How different types of residential childcare seek to work in partnership with families: family coordinators; key workers; working together for the best outcomes; integrated working involving families to meet and improve the life of the child and young person; sharing of skills, information and best practice; inclusion in planning

How residential childcare services work with other agencies and professionals to support children and young people with complex disabilities or conditions and their families: as required by legislation or procedures and policies of home country and own setting e.g. Making It Happen: Working together for children, young people and families (2008); Aiming high for disabled children, better support for families (2007); using correct referral routes within the setting; teams need to work proactively together for the best outcomes for the child, young person and family; integrated working to meet needs and improve their lives; multi-agency and integrated working enables sharing of skills, information and best practice; multi-agency and integrated working facilitates a child-centred or young person-centred approach

Aims and objectives of a residential childcare service and what it seeks to achieve for children and young people: A residential childcare service: aims and objectives of own organisation or a service local to the learner; keeping children and young people safe; person centred planning; support families; values; access to activities and opportunities; provide support for child or young person experiencing transition; long term health conditions; educational, social, emotional and physical needs

4 Understand principles for working with children and young people with complex disabilities or conditions

Legal entitlements to equality of treatment for children and young people with complex disabilities or conditions: Legal entitlements of disabled children and young people for equality of treatment and principles of working inclusively: Children Act 1989; Children Act 2004; Disability Discrimination Act 1995; Disability Discrimination Act 2005; Special Educational Needs and Disability Act (SENDA) 2001; Equality Act 2010; Disability Equality Duty Disability Equality Schemes; Aiming High for Disabled Children 2009; Codes of practice of sector e.g. Special Educational Needs Code of Practice 2001; Disability Rights Commission (DCR) Code of Practice 2002; Early Years Action/Early Years Action Plus; School Action/School Action Plus; Statement of Special Educational Needs; policies and procedure of work place setting

The importance of the child-led model of provision: holistic approach when assessing needs; early intervention; family centred approach; flexible services; coordinated planning and commissioning of services; multi-agency working; valuing the individual; ways to involve the child or young person and family in assessment service delivery and review; parent partnerships; strategies to involve children or young people and families in shaping services; community involvement; adapting communication methods to meet individual needs

How the social model and medical model of disability affect provision: defined by child or young person's illness or disability; child or young person viewed as a problem; stereotyping and labelling; promoting a concept of 'normal'; effects on provision e.g. promoting dependence; requirement for individual to adapt to environment

How different cultural views of disability can impact on practice: attitudes within family and community networks; language and religious beliefs; levels of acceptance; participation and support within the family; recognition and understanding of stereotyping, stigma and exclusion

5 Understand how to support the participation of children and young people with complex disabilities or conditions

The importance of maximising active participation of children and young people with complex disabilities or conditions in their own care and day to day living: promotion of individual rights; giving choice; respect; valuing the individual child and young person; empowerment; improve participation; promoting dignity and respect; develop independence; removing barriers of communication; helps build self-esteem and accountability

Ways in which children and young people with complex disabilities or conditions can be encouraged to participate in the daily activities of the setting: remove barriers e.g. to physical access; to effective communication; improving participation; promoting dignity and respect; individuals at the centre of planning and delivery of services; supporting diversity; valuing differences between individuals; using positive images of individuals from diverse groups; celebrate differences

How children and young people with complex disabilities or conditions can be encouraged to contribute to shaping future services: involving child and young person in the services they receive (according to age and ability); engaging in reflective practice; provide opportunity to participate in planning and reviews; provide opportunities to communicate appropriate to their needs; services more likely to be successful if they are child-centred or young person-centred and relevant to the individual's needs, preferences, likes and dislikes; services that are targeted at individuals are more likely to achieve goal of supporting wellbeing and positive outcomes

Types of support used to enable children and young people with complex disabilities or conditions to express their views, preference and aspirations: care planning and reviews; active participation of children and young people in decision making; support in communication methods such as – use of electronic aids; technology; pictorial aids e.g. Makaton; use of an interpreter; advocacy; facilitated advocacy; discussion groups; circle time activities

Ways to engage with children and young people with complex disabilities or conditions focusing on strengths and needs, building resilience: approach should refer to holistic development of the child or young person through e.g. individual learning plans; use of effective planning; equality of opportunity; providing constructive feedback and encouragement; inclusive and encouraging participation; meet individual preferences

Information for tutors

Suggested resources

Books

Burnes C – *Disabled Children Living Away from Home in Foster Care and Residential Settings* (MacKeith Press, 2009) ISBN 9781898683582

Connors C, Stalker K – *The Experiences and Views of Disabled Children and Their Siblings: Implications for Practice and Policy (1st Edition)* (Jessica Kingsley, 2002) ISBN 9781843101277

Fulcher L et al – *Residential Child Care in Practice: Making a Difference (Social Work in Practice Series)* (Policy Press, 2013) ISBN 9781847423108

Walker G – *Working Together for Children: A Critical Introduction to Multi-Agency Working* (Bloomsbury 3PL, 2008) ISBN 9780826498175

Wilks T – *Advocacy and Social Work Practice* (Open University Press, 2012) ISBN 9780335243037

Websites

www.cetuesday.com – is an American specialist blog for mental health professionals, where information on the various theories of loss and grief can be found

www.communitycare.co.uk – the community care website provides news, practice information and opinion on various aspects of social care, including childcare for children and young people with complex disabilities or conditions

Assessment

This unit is internally assessed. To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the assessment strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meet the assessment criteria, centres should apply the *Unit assessment guidance* provided and the requirements of the assessment strategy given below.

Wherever possible, centres should adopt an holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

This unit needs to be assessed in line with the Skills for Care & Development QCF Assessment Principles, in *Annexe A*.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance as appropriate for learners and the particular assessment context.

For learning outcome 1, learners are required to show knowledge and understanding of complex disabilities and conditions and the impact they have on the life of a child and young person. Professional discussion, written statements or question and answer would be suitable methods of assessment to evidence achievement of this learning outcome.

For learning outcome 2, learners are required to show knowledge and understanding of the impact on families of having a child with complex disabilities and conditions. Reading and research will be required to support their underpinning knowledge on theories of loss and grief with the work detailed at a level 3 standard. Professional discussion, written statements or question and answer would be suitable methods of assessment. Use of reflective practice within this learning outcome would also consolidate understanding. Learners may be able to reflect upon instances from their own work setting when early intervention has helped families of children and young people with complex disabilities and conditions and how it has helped (AC 2.4).

For learning outcome 3 learners are required to demonstrate their understanding of residential services for children and young people with complex disabilities or conditions. Professional discussion, written statement or question and answer could be used to provide evidence for this learning outcome. For AC 3.4, learners should be able to provide evidence relating to their own workplace where there is one, or a service local to them.

A reflective account or assignment could be used to evidence learner understanding of principles for working with children and young people with complex disabilities or conditions in learning outcome 4. Where possible, learners could draw upon examples from their own workplace to provide evidence for this learning outcome.

Learners are required to demonstrate knowledge and understanding of how to support the participation of children and young people with complex and disabilities for learning outcome 5. A reflective account or professional discussion could be used to provide evidence for this learning outcome.