

Check your understanding answers

Unit 1 Schools and colleges as organisations

1	<p>Early years provision is the provision of a combination of early learning, care and development for a young child up to the age of five. The provision may start any time between birth and 31 August following their fifth birthday.</p> <p>Early years settings may be any of the following:</p> <ul style="list-style-type: none"> • Registered childminders • School-based nurseries • Reception classes • Children's centres • Day nurseries • Out of school clubs and play centres • Playgroups and preschools • Workplace nurseries • Home carers such as nannies • Crèches
2	A child starting Key Stage 3 would be going into Year 7, aged 11 years.
3	<p>England: In England, young people who are born after 1 September 1997 must stay in education and training until they are 18. This may involve staying at school or transferring to a further education college to study A levels or other qualifications such as HNDs or going into an apprenticeship or traineeship. The International Baccalaureate (IB) for pupils from 16–19 year olds is offered by increasing numbers of independent and state schools in the UK as well as to students in international schools. It leads to the IB Diploma, which is recognised by many universities.</p> <p>Wales: In Wales, if pupils are 16 before the end of the summer holidays of that academic year, they can leave school on the last Friday in June. As well as making the decision whether to continue to study A levels in a school or college, or study towards an apprenticeship, young people in Wales are able to apply for a job without training.</p> <p>Northern Ireland: In Northern Ireland, if pupils are 16 during the academic year (1 September to 1 July) they will be able to leave school after 30 June. If they are 16 between 2 July and 31 August they will not be able to leave school until 30 June the following academic year. Pupils can stay on at school, go to sixth-form college, do a training course or apprenticeship or go into employment.</p> <p>Scotland: In Scotland, if pupils are 16 between 1 March and 30 September, they can leave school after 31 May of that academic year. If they are 16 between 1 October and the end of February they can leave at the beginning of the Christmas holidays in that academic year. S6 (Senior Phase) runs from ages 16–18 and is non-compulsory (A levels and SCE Highers), and young people are also offered a place in training between their 16th and 20th birthdays if they are not in education.</p>
4	<p>SENCo stands for special educational needs co-ordinator. The SENCo's role is to support the identification and monitor the progress of pupils who have special educational needs and disabilities. They will work closely with pupils, parents and teachers as well as external professionals to ensure that these pupils have access to the support they need to access the curriculum.</p> <p>PANCo stands for physical activity and nutrition co-ordinator. The PANCo works with teachers and pupils in early years to promote health and well-being in young children.</p>

5	<p>The characteristics of effective teamwork are:</p> <ul style="list-style-type: none"> • mutual respect • a common purpose • commitment to the team • ability to work together • openness • clear communication.
6	<p>The ethos of a workplace is the 'spirit' of the organisation and its value system. This would be reflected in the working practices of the setting through the way in which staff and pupils work together. It may also have a more spiritual element if the school is a faith or church school.</p>
7	<p>The aims of the setting are what it sets out to achieve, for example, 'to create a happy and stable learning environment in which pupils are able to achieve their best'. The values of the setting are the things that bring the school or college together. They will usually be encompassed in a motto or belief system – for example, celebrating diversity, inspiring one another and so on.</p>
8	<p>The kinds of policies that schools and colleges have relating to pupil welfare are:</p> <ul style="list-style-type: none"> • Safeguarding/child protection policy • Health and safety policy, including school/college and residential trips • Online safety policy • Anti-bullying policy • Drugs awareness policy • Data protection policy • Mobile phone and social media policy • Sickness and medication/first aid policy • Supporting pupils with medical conditions • Special educational needs policy • Annual report/information on SEN • Confidentiality policy • PSHE policy • Sex education policy • Behaviour/code of conduct policy • Attendance and punctuality policy
9	<p>Yes, some policies are statutory. These might be the following:</p> <ul style="list-style-type: none"> • Health and safety policy • Data protection policy • Special educational needs policy • Sex education policy • Behaviour policy • Safeguarding/child protection policy and procedures, • Early years foundation stage policy • Equality and equal opportunities policy • Supporting pupils with medical conditions policy
10	<p>Policies contribute to quality in education in different ways, for example through:</p> <ul style="list-style-type: none"> • providing a clear framework for the recruitment and monitoring of staff • ensuring that all pupils are given equal access to the curriculum • the support of a wider curriculum • the provision of a healthy, safe and secure learning environment • the monitoring of pupil welfare and e-safety.

Unit 2 Support health and safety in the learning environment

1	<p>The kinds of health and safety factors you should think about when you are planning to carry out learning activities with children and young people are:</p> <ul style="list-style-type: none"> • the individual needs, age and abilities of the children and young people • specific risks to individuals such as pregnancy and sensory impairments • the needs of carers, where relevant • the function and purpose of environments • the duty of care • desired outcomes for the children and young people • lines of responsibility and accountability. 																								
2	<p>To ensure that health and safety is monitored and maintained, settings should have:</p> <ul style="list-style-type: none"> • clear policies and procedures for the management of health and safety • regular staff training • regular evacuation procedures so that staff and pupils know what to do in an emergency • guidelines for the responsible use of safety equipment • clear procedures for safety on off-site visits and trips • safe working practices, for example use of ladders when working at height. 																								
3	<p>Risk assessment is a check for potential risks so that measures may be put in place to control them.</p>																								
4	<p>It is important to plan carefully for school trips so that staff are prepared in advance for any hazards and know what to do if they occur.</p>																								
5	<table border="1"> <thead> <tr> <th data-bbox="357 1003 938 1037">Hazard</th> <th data-bbox="938 1003 1437 1037">Action</th> </tr> </thead> <tbody> <tr> <td data-bbox="357 1037 938 1070">Fire exits blocked</td> <td data-bbox="938 1037 1437 1070">Move items or report</td> </tr> <tr> <td data-bbox="357 1070 938 1104">Broken furniture or equipment</td> <td data-bbox="938 1070 1437 1104">Remove and report</td> </tr> <tr> <td data-bbox="357 1104 938 1171">Safety equipment not used/checked</td> <td data-bbox="938 1104 1437 1171">Ensure used where appropriate or report</td> </tr> <tr> <td data-bbox="357 1171 938 1205">Unsafe temperature/lighting/ventilation</td> <td data-bbox="938 1171 1437 1205">Report</td> </tr> <tr> <td data-bbox="357 1205 938 1238">Medicines stored incorrectly</td> <td data-bbox="938 1205 1437 1238">Remove and report</td> </tr> <tr> <td data-bbox="357 1238 938 1339">Specific risks to individuals e.g. due to pregnancy, special educational needs, contact with animals</td> <td data-bbox="938 1238 1437 1339">Report</td> </tr> <tr> <td data-bbox="357 1339 938 1373">Chairs not pushed in</td> <td data-bbox="938 1339 1437 1373">Replace under tables</td> </tr> <tr> <td data-bbox="357 1373 938 1406">Coats on floor</td> <td data-bbox="938 1373 1437 1406">Hang up</td> </tr> <tr> <td data-bbox="357 1406 938 1440">Wet floor</td> <td data-bbox="938 1406 1437 1440">Put up warning sign/report</td> </tr> <tr> <td data-bbox="357 1440 938 1473">Insufficient adult:pupil ratios for age of pupils</td> <td data-bbox="938 1440 1437 1473">Report</td> </tr> <tr> <td data-bbox="357 1473 938 1507">Items not put away/stored correctly</td> <td data-bbox="938 1473 1437 1507">Remove and report</td> </tr> </tbody> </table>	Hazard	Action	Fire exits blocked	Move items or report	Broken furniture or equipment	Remove and report	Safety equipment not used/checked	Ensure used where appropriate or report	Unsafe temperature/lighting/ventilation	Report	Medicines stored incorrectly	Remove and report	Specific risks to individuals e.g. due to pregnancy, special educational needs, contact with animals	Report	Chairs not pushed in	Replace under tables	Coats on floor	Hang up	Wet floor	Put up warning sign/report	Insufficient adult:pupil ratios for age of pupils	Report	Items not put away/stored correctly	Remove and report
Hazard	Action																								
Fire exits blocked	Move items or report																								
Broken furniture or equipment	Remove and report																								
Safety equipment not used/checked	Ensure used where appropriate or report																								
Unsafe temperature/lighting/ventilation	Report																								
Medicines stored incorrectly	Remove and report																								
Specific risks to individuals e.g. due to pregnancy, special educational needs, contact with animals	Report																								
Chairs not pushed in	Replace under tables																								
Coats on floor	Hang up																								
Wet floor	Put up warning sign/report																								
Insufficient adult:pupil ratios for age of pupils	Report																								
Items not put away/stored correctly	Remove and report																								
6	<p>You should take into account the age, needs and abilities of the children or young people with whom you work, whilst making sure that you avoid excessive risk taking. However, you should also think about the need for children and young people to be able to manage risk for themselves and give them opportunities to be able to do this.</p>																								
7	<p>When faced with an emergency situation, staff should ensure that the policies of the setting are followed and that afterwards they are reported and the appropriate paperwork is completed.</p>																								
8	<p>You should always challenge individuals who you do not recognise or who do not have a visitors' badge within the setting or grounds. You can do this simply by asking if you can help.</p>																								
9	<p>If several pupils have a rash and fever, and particularly if this comes on suddenly, settings should speak to a first aider in the first instance, speak to parents to tell them that they need to go home and then record. They should also check against the requirements for notifiable diseases and report them if so.</p>																								
10	<p>Not all members of staff are able to administer medication to pupils where needed. Your setting should have clear guidelines about who can do this through their policy for the administration of</p>																								

	medicines. If you are required to do this, you should be a first aider with up-to-date training. Any member of staff who is required to administer medication should have a signed permission form from parents or carers and know where records of administration are kept so that these can be completed.
--	---

Unit 3 Understand how to safeguard children and young people

1	All staff need to be aware of safeguarding legislation and the policies and guidelines of their setting. Ensuring that children and young people are kept safe and protected from harm is the responsibility of all those who come into contact with them.
2	Safeguarding is action that is taken to promote the welfare of children and young people and protect them from harm. It is important because: <ul style="list-style-type: none"> • all adults are responsible for the protection of children and young people • children and young people have the right to be protected and kept safe • it is part of key legislation in all UK countries.
3	A child- or young person-centred approach is one that puts the child or young person at the heart of what happens to them. This means that the child's wishes, needs and feelings should be discussed with them and taken into account when any decisions are made about them. It is used so that they have a voice and some influence over what happens to them.
4	Staff can be susceptible to accusations of harm or abuse. This can happen for different reasons (see page 40 of the textbook for more information). You should therefore take steps to ensure that you are not left entirely alone with children or young people.
5	e-safety is safety when children and young people are online. There are a number of risks which include: <ul style="list-style-type: none"> • cyber bullying • risk of grooming • risk of radicalisation • online gambling • sexting • exposure to misleading information, or 'fake news' • exposure to scams • buying online • viewing inappropriate materials online.
6	If a child or young person makes an allegation of harm or abuse, you should listen carefully and provide reassurance, and tell them that they have done the right thing in speaking to you. You should then explain that you will need to report what they have said to you straight away. However, you should not confront the alleged abuser. Child protection is the term that is usually given to protecting children and young people and keeping them safe. Safeguarding is a wider term that incorporates the policies and procedures that organisations have in order to prevent harm to children and young people.
7	A serious case review takes place in cases where a child or young person has been significantly injured or has died due to abuse or neglect. It is an investigation into the details of what happened so that steps can be taken to improve future practice.
8	It is important that children and young people learn to protect themselves so that they are better able to judge situations that are safe and unsafe and take steps to avoid the unsafe situations.
9	As support staff may spend more time talking to pupils as individuals or in groups, they should look out for signs of mental health concerns such as self-harming, eating disorders, changes in mood or personality and anxiety-related problems.

Unit 4 Develop professional relationships with children, young people and adults

1	<p>Effective communication skills are important in your role for several reasons:</p> <ul style="list-style-type: none"> • You are acting as a role model for good communication to children and young people. • Pupils will be more likely to interact with and share things with you, which is important for their communication development. • Communication is important in order to develop positive relationships. • You will need effective communication skills in order to develop relationships with parents and carers. • You should have effective communication skills so that you can show respect and consideration to others. • Good communication with colleagues is vital so that you can support one another effectively.
2	<p>Always bear in mind that social or cultural backgrounds will affect communication as the child or young person may approach things differently or be unused to communicating in the same way.</p>
3	<p>You should be aware of legislation surrounding data protection as you will have access to data as part of your role and should know that it is only to be used for the purpose for which it was collected.</p>
4	<p>You would need to share confidential information with others in all of these situations. However, you will only need to share confidential information with a new member of staff if it is required as part of their role.</p>
5	<p>You can establish positive relationships with others by:</p> <ul style="list-style-type: none"> • being considerate • showing respect • actively listening to them • communicating effectively • avoiding making assumptions or stereotyping • being non-judgmental • following through on actions.
6	<p>Forms of communication you might use when working with children and young people include:</p> <ul style="list-style-type: none"> • spoken language • play • body language and facial expressions • written communication • sign language or Makaton.
7	<p>You may need to adapt your method of communication to meet others' needs:</p> <ul style="list-style-type: none"> • if you or they have a sensory impairment • if you or they have a speech, language or communication impairment • if you or they have emotional issues which affect communication • if they have other special educational needs or disabilities which affect communication • relative to the age of the child or young person • if they are bilingual.
8	<p>Being an effective role model is important as children and young people will look to adults to show them how to behave and communicate with others. If we show them that we get along with others in a positive and supportive way, they will be more likely to do the same.</p>
9	<p>We can support children and young people by showing that we understand and respect individuality in our relationships with others.</p>
10	<p>Inclusive practice is the right for all children and young people to participate fully in the curriculum: it means that no one should be discriminated against. In your role, it is important to ensure that this does not happen and to include all pupils.</p>

Unit 5 Understand how children and young people develop

1	The four main areas of development are physical, cognitive, social and emotional, and communication and language.
2	The areas of development will have areas which overlap and influence one another. For example, physical development such as the control of fine motor skills will influence cognitive areas of development such as learning to write or to play an instrument. Communication and language development will affect social and emotional development as they will enable children to talk about their feelings.
3	By the age of three, the average number of words a child has is around 200-300.
4	Nature vs nurture refers to the different influences on a child's development, and whether these are external or biological, in other words in their genes.
5	Sequence of development refers to the order in which children develop different skills. Rate of development refers to the speed at which they do this.
6	<p>Biological factors that may influence the development of children and young people include:</p> <ul style="list-style-type: none"> • health conditions or disabilities • congenital conditions • gender. <p>External factors that may influence the development of children and young people include:</p> <ul style="list-style-type: none"> • family environment • culture and religion • poverty • deprivation • English as a second language • transitions such as puberty • looked after children status • educational environment • bullying or other forms of abuse.
7	The learning theory developed by Maslow was his humanist theory or hierarchy of needs. This is important to consider today because we need to remember that children and young people will not be able to learn if their basic needs have not been met.
8	Children and young people's development may be monitored by early intervention or assessment frameworks such as a CAF, through observations, information from parents, carers or colleagues as well as reports from external professionals.
9	<p>If a child or young person's development is not following the expected pattern, other professionals who might be involved include:</p> <ul style="list-style-type: none"> • social workers • speech and language therapists • educational or child psychologists • psychiatrists • youth justice workers • physio/occupational therapists • nurse specialists • health visitors.
10	Speech and language therapy might be used if a pupil is causing concerns with their speech and language development.

Unit 6 Support positive behaviour in children and young people

1	<p>Policies and procedures that are important when promoting positive behaviour in a school or college include:</p> <ul style="list-style-type: none"> • behaviour policy • anti-bullying policy • code of conduct • attendance policy.
2	<p>It is important that all staff understand and follow the school or college's behaviour management policy so that all staff are consistent in managing behaviour and so that all pupils are aware of what is expected of them.</p>
3	<p>Shared ground rules are a reminder at the start of a term, year or when you are working with a group about what is expected. Pupils may also be involved in devising them so that they are involved and listen to one another. They are effective as they remind pupils of the importance of good behaviour as well as clarifying what this means.</p>
4	<p>Strategies to promote positive behaviour could be:</p> <ul style="list-style-type: none"> • regularly reviewing expectations of the classroom or setting • using active listening • giving regular positive feedback to pupils • being consistent when managing behaviour • being a positive role model • giving pupils responsibilities.
5	<p>Being a positive role model is important when you are around children and young people because it will show them the importance of building positive relationships. It is also vital that they see adults demonstrating the behaviour that they are being asked to observe.</p>
6	<p>When you are managing inappropriate or challenging behaviour, you will need to use key strategies. These include:</p> <ul style="list-style-type: none"> • keeping the focus on the main cause of the disruption • making the behaviour wrong, not the pupil • ensuring pupils know that they have a choice • always remain calm • following through on any consequences • catching them being good and give a positive comment • developing positive relationships.
7	<p>Behaviour that challenges includes:</p> <ul style="list-style-type: none"> • verbal abuse • physical abuse • behaviour that is destructive or illegal.
8	<p>You can support colleagues when dealing with behaviour that challenges in the following ways:</p> <ul style="list-style-type: none"> • You may need to act as a back up to what they are doing. • You may need to send for further help from others. • You may need to speak to the child or young person about the consequences of their behaviour.
9	<p>You would refer pupils through speaking to your school or college SENCo who may then decide to refer the pupil to other external professionals, although at this stage parents would need to give their permission. It would also be helpful to keep an ongoing record of any incidents so that you can tell them what has happened and what measures have been put in place over time.</p>

Unit 7 Support children and young people during learning activities

1	A support assistant might contribute to the planning and review of learning activities through discussion with the teacher, both before and after learning activities.														
2	It is important to know pupils' needs and interests so that you are able to support them effectively through ensuring the activities meet their needs and hold their interest.														
3	<p>Learning objectives enable everyone to know what pupils should have learned by the end of the activity. They give us something against which to measure pupil learning and progress. Knowing learning objectives in advance also helps us to ensure we are familiar with the subject matter of the lesson.</p> <p>Lesson plans set out what will happen in the lesson so that we can ensure we have the resources which are needed as well as being prepared for what will happen.</p>														
4	<p>Support strategies you may need to use in order to meet the needs of learners include:</p> <ul style="list-style-type: none"> • creating a positive learning environment • managing behaviour • encouraging group cohesion and collaborative learning • responding to learners' needs appropriately • translating or explaining words and phrases • reminding pupils of teaching point • acknowledging effective teaching and learning approaches • questioning pupils effectively • scaffolding learning. 														
5	You may need to adapt resources if you are working with pupils who have specific learning needs, or who are in need of an extension activity to take their learning further.														
6	<table border="1"> <thead> <tr> <th>Barrier</th> <th>How to overcome it</th> </tr> </thead> <tbody> <tr> <td>The learning activity is too difficult or easy.</td> <td>You may need to go back a few steps for them or extend the activity if they complete it quickly.</td> </tr> <tr> <td>You may not have enough information from the teacher.</td> <td>You may need to go back to them and ask them to clarify what is needed.</td> </tr> <tr> <td>You may be unable to understand the task yourself.</td> <td>You would need to speak to the teacher.</td> </tr> <tr> <td>Learning resources – there may be insufficient resources, you may be unable to find them, or you may be unfamiliar with them.</td> <td>You may need to ask pupils to share, adapt what you have or speak to teachers.</td> </tr> <tr> <td>The environment – if this is a distraction due to temperature, lighting, space or noise levels.</td> <td>You may need to move so that pupils are able to work.</td> </tr> <tr> <td>Learners themselves – the range of pupils' needs may make it difficult for you to support them all effectively, or behaviour may be poor within the group.</td> <td>In these situations you should speak to the teacher.</td> </tr> </tbody> </table>	Barrier	How to overcome it	The learning activity is too difficult or easy.	You may need to go back a few steps for them or extend the activity if they complete it quickly.	You may not have enough information from the teacher.	You may need to go back to them and ask them to clarify what is needed.	You may be unable to understand the task yourself.	You would need to speak to the teacher.	Learning resources – there may be insufficient resources, you may be unable to find them, or you may be unfamiliar with them.	You may need to ask pupils to share, adapt what you have or speak to teachers.	The environment – if this is a distraction due to temperature, lighting, space or noise levels.	You may need to move so that pupils are able to work.	Learners themselves – the range of pupils' needs may make it difficult for you to support them all effectively, or behaviour may be poor within the group.	In these situations you should speak to the teacher.
Barrier	How to overcome it														
The learning activity is too difficult or easy.	You may need to go back a few steps for them or extend the activity if they complete it quickly.														
You may not have enough information from the teacher.	You may need to go back to them and ask them to clarify what is needed.														
You may be unable to understand the task yourself.	You would need to speak to the teacher.														
Learning resources – there may be insufficient resources, you may be unable to find them, or you may be unfamiliar with them.	You may need to ask pupils to share, adapt what you have or speak to teachers.														
The environment – if this is a distraction due to temperature, lighting, space or noise levels.	You may need to move so that pupils are able to work.														
Learners themselves – the range of pupils' needs may make it difficult for you to support them all effectively, or behaviour may be poor within the group.	In these situations you should speak to the teacher.														
7	You would assess learner development through observing how they manage during learning activities and whether they meet learning objectives. You would also need to look at whether they seek adult help and how they approach the activity.														
8	<ul style="list-style-type: none"> • For persistent poor behaviour you might use an event sample. • To check that a pupil has met a series of learning requirements you might use a ticklist or checklist. • To write up an incident that has occurred earlier in the day you might use an anecdotal 														

	record.
9	Feedback should be provided both to learners and to teachers. It is important to evaluate activities for several reasons, for example so that: <ul style="list-style-type: none"> • teachers and support staff can look at how pupils have responded to the activity and assess whether they have been effective • teachers can plan effectively for pupils' next steps for learning • learners can assess their own progress through assessment for learning.
10	Reflection of your own contribution is important as it enables you to take time to look at the way in which pupils responded to the task as well as how you approached it. This in turn will help to develop your practice.

Unit 8 Support English and maths skills

1	You should be able to gain information about pupils' levels in English and maths through talking to teachers and looking at their targets.
2	It is important that everyone is aware of learning objectives because: <ul style="list-style-type: none"> • learning objectives will specifically state what pupils should be able to do at the end of the activity • pupils will be able to tell you what they are doing and why • objectives will help pupils stay focused on what they need to do • you and they will be able to assess their learning • looking at objectives will help us to think about pupils' next steps.
3	You can provide English support through: <ul style="list-style-type: none"> • providing opportunities for talk including discussion, conversation and questioning • helping pupils to interpret oral and written instructions • using language and vocabulary which is appropriate to learners' level of understanding and development • introducing pupils to new vocabulary and language structures to help extend their use of language • explaining words and phrases used by the teacher • acting as a scribe.
4	You can develop reading skills in children and young people by: <ul style="list-style-type: none"> • hearing individuals or groups of children read • encouraging pupils to look at print in the environment • role model reading for pupils.
5	Phonics support the process of learning to read through encouraging pupils to 'sound out' or hear the sounds within words.
6	Benefits of reading include: <ul style="list-style-type: none"> • Reading develops our vocabulary. • Reading develops our imagination • Reading extends our knowledge. • Reading improves our concentration.
7	It is important to know about the individual needs of learners when providing English and maths support so that you can target those areas in which help and encouragement is needed.
8	You can support the development of pupils' maths skills through: <ul style="list-style-type: none"> • clarifying the learning task • helping pupils to select and use resources • explaining words and phrases used by the teacher • helping pupils to draw on previous mathematical learning and link it up • reinforcing mathematical language and concepts • using targeted prompts to support learning • supporting all areas of maths, e.g. calculating, understanding shape, measuring, handling and presenting data, knowing and using number facts.
9	Problem solving enables pupils to apply what they know in different situations and think about

	how they will use this knowledge. They may require pupils to analyse, plan, reason, organise their process, represent their thoughts and justify what they have done. They can also be carried out by individuals or collaboratively in groups.
10	You can develop confidence and self-esteem in learners when carrying out maths activities in different ways, for example: <ul style="list-style-type: none"> • through showing what they already know as a starting point • through showing them that making mistakes are a part of learning • through encouraging problem-solving activities • by relating maths to real life situations.

Unit 9 Support the use of ICT in the learning environment

1	Schools and colleges should have a policy for the use of ICT for teaching and learning so that all staff are consistent and follow required procedures when using ICT resources. They are also important to ensure that all individuals comply with health and safety requirements, as well as being aware of their responsibilities when using ICT.																
2	The answer to this will depend on the ICT resources available in an individual's school or college. Could include PC and printers, laptops and tablets, interactive whiteboards, digital cameras, programmable toys, smartphones etc.																
3	<table border="1"> <thead> <tr> <th>Risk</th> <th>Resolution</th> </tr> </thead> <tbody> <tr> <td>Electrical hazards</td> <td>Take care not to overload plugs and ensure wires are not left trailing. Ensure all electrical items are tested annually.</td> </tr> <tr> <td>Insufficient ventilation</td> <td>All computers and laptops should have adequate ventilation to ensure that they do not become overheated – check regularly and ensure pupils are aware.</td> </tr> <tr> <td>Poor storage</td> <td>All computers and consumables should be kept in a safe place to ensure that there are no risks from overheating.</td> </tr> <tr> <td>Lighting/projector beams</td> <td>When working at screens or using other equipment, lighting should be appropriate and blinds drawn if needed. If using interactive whiteboards, care should be taken with projector beams if pupils or adults are standing in front of the screen.</td> </tr> <tr> <td>Food and drink near appliances</td> <td>Ensure that pupils do not eat and drink near computers.</td> </tr> <tr> <td>Triggers to photosensitive epilepsy</td> <td>Ensure that you are aware of any pupils or adults who may be sensitive to this.</td> </tr> <tr> <td>RSI/working for long periods</td> <td>Ensure pupils take breaks and are not at screens for long periods.</td> </tr> </tbody> </table>	Risk	Resolution	Electrical hazards	Take care not to overload plugs and ensure wires are not left trailing. Ensure all electrical items are tested annually.	Insufficient ventilation	All computers and laptops should have adequate ventilation to ensure that they do not become overheated – check regularly and ensure pupils are aware.	Poor storage	All computers and consumables should be kept in a safe place to ensure that there are no risks from overheating.	Lighting/projector beams	When working at screens or using other equipment, lighting should be appropriate and blinds drawn if needed. If using interactive whiteboards, care should be taken with projector beams if pupils or adults are standing in front of the screen.	Food and drink near appliances	Ensure that pupils do not eat and drink near computers.	Triggers to photosensitive epilepsy	Ensure that you are aware of any pupils or adults who may be sensitive to this.	RSI/working for long periods	Ensure pupils take breaks and are not at screens for long periods.
Risk	Resolution																
Electrical hazards	Take care not to overload plugs and ensure wires are not left trailing. Ensure all electrical items are tested annually.																
Insufficient ventilation	All computers and laptops should have adequate ventilation to ensure that they do not become overheated – check regularly and ensure pupils are aware.																
Poor storage	All computers and consumables should be kept in a safe place to ensure that there are no risks from overheating.																
Lighting/projector beams	When working at screens or using other equipment, lighting should be appropriate and blinds drawn if needed. If using interactive whiteboards, care should be taken with projector beams if pupils or adults are standing in front of the screen.																
Food and drink near appliances	Ensure that pupils do not eat and drink near computers.																
Triggers to photosensitive epilepsy	Ensure that you are aware of any pupils or adults who may be sensitive to this.																
RSI/working for long periods	Ensure pupils take breaks and are not at screens for long periods.																
4	Screening devices are to prevent access to inappropriate websites or materials when using ICT equipment within the school or college. They should be automatic although pupils should still have adult supervision.																
5	You can ensure that you give an appropriate level of assistance to pupils by: <ul style="list-style-type: none"> • giving pupils plenty of praise and encouragement • ensuring that pupils are given opportunities to develop their independence but support them according to ability • ensuring that more able pupils have extension tasks if they complete the activity • questioning them appropriately during learning activities. 																
6	See Table 9.1 in the textbook for potential ICT problem and possible resolutions.																

Unit 10 Support assessment for learning

1	The role of the support assistant is to work with and observe learners during teaching and learning activities so that they can feed back to them as well as teachers about learning which has taken place.
2	Assessment for learning means: <ul style="list-style-type: none"> • identifying a student's learning range • sharing learning objectives with students • developing students' awareness of their targets • involving students in the learning process • giving constructive feedback to students • enabling reflection for improvement.
3	Assessment of learning is a form of summative assessment.
4	Personalised learning goals are based on the current learning needs of pupils and give them targets so that they know what they are working toward in their learning.
5	Methods of using assessment opportunities or strategies to make judgements about pupil progress include: <ul style="list-style-type: none"> • using open ended questions • observing learners • listening to how learners describe their work and their reasoning • checking learners' understanding • engaging learners in reviewing their progress • encouraging learners to keep their learning goals in mind and check their progress • encouraging learners to review and comment on their work • praising learners when they focus their comments on their personalized learning goals • encouraging peer assessment.
6	Peer assessment is helpful as it encourages pupils to think about the objective and judge the work of their peers against it. This is another way of practising being able to evaluate their own learning.
7	It is important to support learners during the assessment for learning process so that they learn to develop independence when assessing their own learning.
8	You should reflect on your own contribution to assessment for learning so that you are able to feedback effectively to teachers about pupils' learning.
9	You may need to report to the following members of staff when completing learner records: <ul style="list-style-type: none"> • SENCo or other senior managers • education welfare officer • programme co-ordinator • office or admin staff • designated safeguarding officer.
10	Learner records such as personal information, attendance and medical records and attainment and assessment information may be stored on school and college computer systems or in locked filing cabinets, but if you are asked to complete them you should be aware of how they are kept secure.

Unit 11 Engage in personal and professional development

1	A job description is a document that outlines your duties and responsibilities in the learning environment and wider setting.
2	Reflection is a tool that is used to think about all aspects of practice in the workplace. It is helpful to use it to consider different areas of your role, from how you manage the learning environment and your relationships with others, and how you support teaching and learning. In this way you will always be thinking of ways in which you can improve your practice.
3	Your own belief systems and values may conflict with your role if they are different from those of the setting or if you do not agree with something in the organisation's policy. In this situation it

	is important to follow the policy.
4	The kinds of benchmarks you might use to do evaluate your knowledge, performance and understanding could be: <ul style="list-style-type: none"> • regulations • minimum standards • Ofsted • staff handbooks • job description.
5	A professional appraisal is the process by which you look at different aspects of your role with your line manager and consider your practice. This may include an observation and feedback on your work with pupils as well as a discussion about future targets for professional development.
6	Sources of support that may be available to help you to plan and review your professional development could be: <ul style="list-style-type: none"> • formal/informal discussions and support • one-to-one supervision • appraisal • networks within and beyond the setting.
7	The following are not suitable as SMART targets: <ul style="list-style-type: none"> • Shadowing an experienced assistant who is working with an individual child, as it is not specific or measurable. • Making sure you give feedback to the teacher after each session, as it is not measurable, but could be amended to read 'Evaluate plans by annotating after each session' so that examples could be shown. • Developing ICT skills, as it is not specific enough.
8	Other professionals could help you with your personal development plan by talking through opportunities for professional development, sharing ideas and working practices, recommending training, enabling you to shadow them.

Unit 12 Support children and young people's speech, language and communication

1	Communication is the way in which we exchange information, thoughts or feelings.
2	Theories of language development given are those of: <ul style="list-style-type: none"> • Chomsky – that we all have a language acquisition device or LAD which helps us to understand the system of language. • Piaget – that individuals must pass through different stages of language acquisition in the correct order. • Skinner – that we learn language through the behaviourist system and environmental influences which reinforce them. • Vygotsky – that language acquisition is based on social interaction and the child's surroundings. • Bruner – that we have a language support system in which adults reinforce development through prompting children, gesturing, encouraging and asking questions during speech.
3	Speech, language and communication affect other areas of development: <ul style="list-style-type: none"> • Social and emotional – these pupils may have poor social skills, difficulty in 'reading' the emotions of others, being unable to deal with conflict situations, problems in forming friendships, difficulty with empathy. • Cognitive – individuals need a good grasp of language to be able to learn as the process requires us to interact with others. Being able to use language effectively enables us to ask questions, experiment and develop ideas. These pupils will be at a disadvantage as they will find it harder than others to order and process their thoughts, and more abstract ideas will be difficult for them.
4	Children and young people with speech, language and communication difficulties often have

	problems with literacy skills because language skills are important for the development of early literacy. Children will need to be able to hear, break down and reproduce the sounds in words in order to learn to read and write.
5	Adults can support speech language and communication effectively through the use of AAC (augmentative and alternative communication), which are effectively different forms of communication such as visual prompts, Makaton, sign language or BSL as well as the use of technology.
6	Poor behaviour might be an issue with pupils who have speech, language and communication needs because pupils with these needs may become easily frustrated if they are unable to explain how they are feeling or have problems in understanding what others are saying to them. Many pupils who have behaviour that challenges also have communication difficulties.
7	When providing support for speech, language and communication you will need to take into account factors such as pupils' age, any SEND, abilities, home language, own interests into account when providing support for speech, language and communication.
8	Technology can help support the development of speech, language and communication through the use of assistive technologies, for example communication software and video calling as well as more high-tech aids such as VOCAS and voice-activated software. Simpler methods such as typing out messages can also help with some pupils.
9	Dialogic language is talk that clarifies and explains ideas as part of the teaching and learning process. It is important to use this method with pupils as it encourages both parties to have equal balance in the conversation rather than too much adult talk.
10	You can contribute to a positive environment for supporting speech, language and communication through ensuring that there is a free flow of communication in the classroom and wider setting, whether this is verbal, non-verbal or written. The kinds of factors you will need to consider are: <ul style="list-style-type: none"> • positive relationships with others • the layout and displays in the learning environment • resources which are readily available to support speech, language and communication • clear routines • noise levels.

Unit 13 Understand how to support bilingual learners

1	A bilingual learner is someone who is able to speak two languages in order to communicate.
2	An advanced learner of EAL has passed the first stages of learning to speak English as an additional language and can communicate with others. However, they may have gaps in their language and not have sufficient literacy skills.
3	An initial assessment is important in order to gather as much information as possible about the learner. It should include information about: <ul style="list-style-type: none"> • first language and ethnic background • level of fluency in English • previous educational experience • wider needs, such as the learner's home situation.
4	It is important to have an awareness of a bilingual pupil's knowledge of both home and target language so that they can check their level of understanding and support them more effectively.
5	As well as learners' knowledge of both home and target language, practitioners will also need to know about: <ul style="list-style-type: none"> • what language or languages are spoken at home • previous education • any additional needs.
6	A specialist assessment may be needed if a pupil has been in school or college for some time but does not appear to be making any progress in the target language.
7	The kinds of resources and activities you might use to promote the language skills of bilingual learners could be:

	<ul style="list-style-type: none"> • true or false statement activities • games • bilingual books and dictionaries • describing items/pictures/people • practising language orally before writing • using regular group work to practice language • using talk partners to develop confidence.
8	You do not need to be bilingual yourself to support bilingual pupils, as they are developing their skills in the target language. However, in some cases where pupils need additional support in their home language, or lack confidence, it can be an advantage.
9	Challenges the bilingual pupils may face might be: <ul style="list-style-type: none"> • racism and prejudice • no sense of belonging • lack of respect for other cultures • lack of staff training and resources • fear of participation • understanding regional dialects • social isolation • school/college may have poor relationships with parents • limited previous learning experiences.
10	The kinds of strategies you might use to support a bilingual pupil could be: <ul style="list-style-type: none"> • a home visit in the child's language before starting at the school/college* • using a peer buddy in the child or young person's own language • helping to interpret oral and written information • using shared language or target language to explain information/instructions • supporting the use of the learner's first language with peers and bilingual staff* • developing bilingual learning resources • selecting culturally relevant resources to increase motivation and involvement. • monitoring learners' understanding in ways that do not involve the target language only* • exploiting previously used language to activate prior knowledge • prompting thinking and learning in the learner's first language* <p>*To use these strategies, you will need to be able to speak the pupil's home language.</p>

Unit 14 Understand how to support the learning of children and young people with special educational needs and disabilities

1	Legislation in relation to inclusive practice includes: <ul style="list-style-type: none"> • No person shall be denied the right to an education (European Convention on Human Rights, Article 2) • United Nations Convention on the Rights of the Child (ratified by UK in 1991) • United Nations Convention on the Rights of Persons with Disabilities • Help Children Achieve More (2010) • SEND Regulations and Code of Practice 2014 • Human Rights Act 1998 • Equality Act 2010
2	The rights of children and young people with special educational needs and disabilities are: <ul style="list-style-type: none"> • The right to an education; this is stated by: <ul style="list-style-type: none"> ○ Article 2 of the Human Rights Act ○ Article 28 of the UN Convention on the Rights of the Child ○ Article 24 of the UN Convention on the Rights of Persons with Disabilities

	<ul style="list-style-type: none"> • The rights of children and young people to participate in decisions and issues that affect them; this is stated by: <ul style="list-style-type: none"> ○ Article 12 of the UN Convention on the Rights of the Child ○ Article 7 UN Convention on the Rights of Persons with Disabilities • The right to special education and care if you have a disability; this is stated by: <ul style="list-style-type: none"> ○ Article 23 of the UN Convention on the Rights of the Child • The right to be treated equally and without discrimination; this is stated by: <ul style="list-style-type: none"> ○ Equality Act 2010 ○ Article 14 of the European Convention on Human Rights
3	<p>Pupils with SEND might face the following barriers to participation:</p> <ul style="list-style-type: none"> • Organisational barriers – these may be policies that are not up to date, or insufficient measures in place to support learners with SEND. • Physical or environmental barriers – these may relate to poor access for those with SEND within school or college buildings, or insufficient teaching and learning resources. • Attitudes of others – these relate to negative or low expectations from others about the abilities of learners who have SEND.
4	<p>Other professionals who may contribute to the support of a pupil with SEND are:</p> <ul style="list-style-type: none"> • colleagues within the setting such as other support staff, SENCo, teachers and educational specialists • professionals external to the setting such as educational psychologist, physio or occupational therapists, speech and language therapists • health professionals such as nurses or general practitioners.
5	<p>There are many types of special educational needs you may come into contact, from specific learning needs such as dyslexia and dyscalculia to global learning needs, communication and language needs, behavioural support needs, or physical and sensory needs.</p>
6	<p>Mental health issues are likely to have a long-lasting effect on a child or young person's life if they are not acknowledged and addressed. One in three adult mental health conditions relate directly to adverse childhood experiences (source: Young Minds). Long term effects may be self-harm, eating disorders, long-term depression, anxiety and suicide.</p>
7	<p>Self-reliance and self-esteem should be developed through finding ways of giving learners opportunities to be independent so that they are able to initiate and work things out for themselves. Adults should enable them through supporting them in communicating their feelings, needs and ideas and making their own decisions. Learners with social and emotional development needs should also know and understand the consequences of the actions they take and this may need to be explained to them.</p>
8	<p>A primary disability is likely to affect a child or young person's development in a number of ways. This may be through the physical effects of the disability itself, as well as the ongoing pain and fatigue and psychological effects. It is also likely to affect the development of:</p> <ul style="list-style-type: none"> • confidence and self-esteem – learners may have feelings of anxiety or depression, and social and emotional development may be affected • behaviour and motivation – learners may become frustrated and this may lead to problems with behaviour • willingness or ability to join in with activities due to physical limitations.
9	<p>A physical impairment means that part of an individual's body is damaged or does not function as it should. A sensory impairment affects an individual's ability to use their senses. This will usually be hearing or sight but can also affect smell, touch, taste or spatial awareness.</p>
10	<p>In order to support learners with SEND, you may need to:</p> <ul style="list-style-type: none"> • modify or adapt learning activities • provide individual levels of attention when needed • promote learners' self esteem • encourage learners to take responsibility for their own learning and develop

	<p>independence</p> <ul style="list-style-type: none"> • listen carefully to learners and encourage them to communicate their needs • support learners in reviewing learning strategies.
--	--

Unit 15 Support children and young people during transitions

1	The four types of transitions are physical, emotional, intellectual and psychological.
2	<p>A child or young person is likely to be affected emotionally by transitions; this will depend on their levels of confidence and independence. Effects may be:</p> <ul style="list-style-type: none"> • anxiety/worry • uncertainty about the future • upset/tearful/tantrums • tiredness • aggression/anger • quiet/withdrawn • unwilling to socialise with others • behaviour issues • self-harming/lack of sleep/not eating/eating too much • regression in development.
3	Emotional resilience will help children and young people as they will be better equipped to cope with other emotional events in their lives. They will have increased self-esteem and feel stronger and more motivated as a result.
4	Pupils at risk of exclusion are more vulnerable during times of transition as the increased levels of anxiety may affect them more deeply due to their social and emotional needs.
5	<p>Learners with SEND may need additional support before and during physical transitions for a number of reasons:</p> <ul style="list-style-type: none"> • For pupils with a sensory or physical impairment, they may be anxious about any changes to their physical environment. This also means that adaptations may need to be made, so a visit to their new home, school or college is advisable. • For pupils with social and emotional support needs, the prospect of transition will be an additional anxiety and is likely to impact on their behaviour. They should be able to visit in advance and meet staff so that any anxieties can be discussed. • For all pupils, opportunities should be given to talk about what is going to happen, both before and during the transition itself.
6	<p>Transitions that might happen to all children and young people might be:</p> <ul style="list-style-type: none"> • starting at a new school • starting with a new childminder/carer or breakfast/after-school club • moving between classes at the start of the school year • moving home • changing between school/college • puberty. <p>Transitions that are experienced only by a few might be:</p> <ul style="list-style-type: none"> • bereavement • long-term illness of pupil or parent/carer • divorce of parents • starting with a new childminder/carer or breakfast/after school club • a parent having a new partner • new sibling/stepbrother or stepsister • change of carer or foster parent • trauma such as refugee status, homelessness.
7	<p>Opportunities to discuss any significant events might be (with older pupils):</p> <ul style="list-style-type: none"> • assemblies and PSHE lessons

	<ul style="list-style-type: none"> • support groups in colleges • counselling services. <p>With younger pupils these might be:</p> <ul style="list-style-type: none"> • story or circle times • using puppets • role play • 'listening ear' groups during break times.
8	You can find out about procedures in your setting for sharing concerns about pupils' transitions from the class or form teacher or tutor in the first instance. You may also need to speak to the SENCo or safeguarding/pastoral lead for your year group in the case of secondary pupils.
9	Strategies you might use to support pupils during transitions might be: <ul style="list-style-type: none"> • actively listening to them • maintaining routines • validating difficult feelings • working to explore coping strategies • providing information • giving choices.

Unit 16 Support the role of play, leisure and extra-curricular activities for children and young people

1	Benefits of play might be development of skills and experience in the following areas: <ul style="list-style-type: none"> • Social and emotional development • Creative development and imagination • Physical development • Cognitive development • Communication and language development • Problem-solving skills
2	Adult-directed activities will usually have an end result and structure that is intended by the adult. Those that are chosen by children and young people will enable them to self-direct and use their initiative, so that they can develop independence, creativity and self-esteem.
3	The UN Convention on the Rights of the Child is relevant to play opportunities as Article 31 recognises 'the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child...'
4	Adults should facilitate, rather than direct, play and leisure activities. They can support children and young people by: <ul style="list-style-type: none"> • providing the right opportunities and environment • providing choices • providing appropriate challenges • making children and young people aware of health and safety • looking at practical considerations • identifying where children and young people need support.
5	It is important that children and young people have autonomy during play and leisure activities so that they have ownership over what they are doing and do not feel that it is another area of their lives in which they are controlled by adults. They can then develop their independence, confidence, and ability to use initiative and imagination.
6	Working practices may need to be altered for pupils who have SEND, through ensuring that environments are accessible to all and activities and resources can be used by all pupils (see Table 16.1 in the textbook).
7	We should encourage children and young people to take a balanced approach to risks so that they can achieve and overcome the challenges that they will face in their lives.