Unit 4222-352 Support disabled children and young people and those with specific requirements (CYPOP 6)

Level: **4**
Credit value: **6**
UAN: **T/601/0134**

Unit aim
The unit is designed to assess competence in supporting disabled children or young people and those with specific needs in partnership with their carers. It also includes partnership working with other agencies and professionals.

Learning outcomes
There are **five** learning outcomes to this unit. The learner will:
1. Understand the principles of working inclusively with disabled children and young people and those with specific requirements
2. Be able to work in partnership with families with disabled children or young people and those with specific requirements
3. Be able to support age and developmentally appropriate learning, play or leisure opportunities for disabled children or young people and those with specific requirements
4. Be able to evaluate, support and develop existing practice with disabled children and young people and those with specific requirements
5. Understand how to work in partnership with other agencies and professionals to support provision for disabled children and young people and those with specific requirements.

Guided learning hours
It is recommended that **45** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to:
- CCLD 312 Support children with disabilities or special educational needs and their families
- 418 Co-ordinate and support provision for disabled children and those with special educational needs
- NOS for Sensory Services-Standards 1 – 7

Support of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Care and Development.

Assessment
Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

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Assessment Criteria

Outcome 1 Understand the principles of working inclusively with disabled children and young people and those with specific requirements

The learner can:

1. outline the legal entitlements of disabled children and young people for equality of treatment and the principles of working inclusively placing the child/young person in the centre
2. compare service led and child and young person led models of provision for disabled children and young people
3. critically analyse the difference between the social model and medical model of disability and how each model affects provision
4. explain the importance of
   - advocacy
   - facilitated advocacy for children and young people who require it
   - the personal assistant role
5. explain the importance of encouraging the participation of disabled children and young people.

Outcome 2 Be able to work in partnership with families with disabled children or young people and those with specific requirements

The learner can:

1. explain the concepts and principles of partnerships with carers of disabled children and young people and those with specific requirements
2. explain the types of support and information carers may require
3. demonstrate in own practice partnership working with families.

Outcome 3 Be able to support age and developmentally appropriate learning, play or leisure opportunities for disabled children or young people and those with specific requirements

The learner can:

1. demonstrate in own practice engagement with disabled children or young people
2. encourage children or young people to express their preferences and aspirations in their chosen way of communication
3. demonstrate in own practice how to work with children or young people and their families to assess a child or young person's learning, play or leisure needs identifying solutions to any barriers according to the principles of inclusion
4. develop a plan with an individual child or young person to support learning, play or leisure needs.
5. implement the learning, play or leisure plan according to own role and responsibility explaining and evaluating its effectiveness and suggesting changes for the future.

Outcome 4 Be able to evaluate, support and develop existing practice with disabled children and young people and those with specific requirements

The learner can:

1. demonstrate in own practice how barriers which restrict children and young people's access are overcome
2. explain the importance of evaluating and challenging existing practice and becoming an agent of change
3. explain how and when to use policies and procedures to challenge discriminatory, abusive or oppressive behaviour
4. describe the impact of disability within different cultures and the importance of culturally sensitive practice
5. explain the importance of systems of monitoring, reviewing and evaluating services for disabled children and young people.

Outcome 5 Understand how to work in partnership with other agencies and professionals to support provision for disabled children and young people and those with specific requirements.

The learner can:

1. explain the roles and responsibilities of partners that are typically involved with disabled children and young people and those with specific requirements
2. analyse examples of multi agency and partnership working from own practice.