Unit 4222-381 Support parents with disabilities (LD 312)

Level: **3**
Credit value: **6**
UAN: **K/601/7047**

Unit aim

This unit is aimed at those who work in wide range of settings. The unit provides knowledge, understanding and skills in relation to the different issues involved in supporting parents with disabilities to bring up their children. It covers legislation, policies and guidance, types of support, barriers commonly faced by parents with a disability, developing positive working relationships with parents and working in partnership with others. Although the unit focuses on the need of the parent it also highlights the needs of the child(ren).

Learning outcomes

There are **seven** learning outcomes to this unit. The learner will:

1. Understand the legislative and policy frameworks that underpins good practice in the support of parents with disabilities
2. Understand the support parents with disabilities may need
3. Be able to support parents with disabilities
4. Be able to support individuals with disabilities to overcome the barriers they may face in becoming parents and bringing up children
5. Be able to develop positive working relationships with parents with disabilities
6. Be able to work in partnership with other workers, different services and informal support networks
7. Understand how to maintain the primary focus on safeguarding and promoting the welfare of the child

Guided learning hours

It is recommended that **43** 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 the HSC 333, 388, 392.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles

Learning outcomes 3, 4, 5 and 6 must be assessed in a real work situation

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Assessment Criteria

Outcome 1 Understand the legislative and policy frameworks that underpins good practice in the support of parents with disabilities

The learner can:

1. outline the policy, legislation and guidance relevant to supporting **individuals** with disabilities to have children and bring them up in a safe and nurturing environment
2. explain the **statutory responsibilities** placed on organisations towards families and children who are in need.

Outcome 2 Understand the support parents with disabilities may need

The learner can:

1. explain the support provided by adults and children's services to a family receiving support from both
2. explain the ways in which independent advocates can play an important role in the support of parents with disabilities
3. explain the benefits of providing support to families at the earliest stage possible.

Outcome 3 Be able to support parents with disabilities

The learner can:

1. assess the needs, strengths and preferences of the parent(s) and child(ren) to form the basis of any support
2. develop flexible support strategies to meet families' needs at the different stages of the child's development
3. implement support strategies to meet families' needs
4. evaluate support strategies to ensure they continue to meet the needs of the family.

Outcome 4 Be able to support individuals with disabilities to overcome the barriers they may face in becoming parents and bringing up children

The learner can:

1. analyse the positive and negative implications for parents with disabilities of having their child assessed as being 'in need'
2. explain why parents with disabilities are more likely to have their children removed from their care than parents who do not have disabilities
3. support individuals with disabilities to overcome **barriers** to successful parenting
4. work in a way that promotes individuals' self-determination and self-confidence in their role as parents
5. support parents with learning, communication and/or sensory disabilities acquire the skills and knowledge they need, using methods adapted to their learning needs and circumstances.

Outcome 5 Be able to develop positive working relationships with parents with disabilities

The learner can:

1. analyse the findings of research into the wishes of parents with disabilities about the qualities, attitudes and approaches they would like those working with them to have
2. use evidence based approaches in developing positive relationships with parents with disabilities.

Outcome 6 Be able to work in partnership with other workers, different services and informal support networks

The learner can:

1. plan how to involve relevant services to support parents with disabilities and/or their children
2. access relevant services to support parents with disabilities and/or their children
3. demonstrate ways of helping to create, enhance and work with informal support networks.

Outcome 7 Understand how to maintain the primary focus on safeguarding and promoting the welfare of the child

The learner can:

1. explain own role and responsibilities in relation to safeguarding children
2. identify the processes set up under child protection legislation, policy, procedures and guidance to establish whether action is required to safeguard or promote the child's welfare and to intervene if necessary
3. describe the action to take in response to any concerns regarding safeguarding children
4. explain the types of support the child may need in his/her own right
5. describe the adjustments and additional support that parents with disabilities may need at different stages during child protection processes and procedures.

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Additional guidance

- An **individual** is someone requiring care or support
- **Statutory responsibilities** refers to those outlined in the Children Act 1989
- **Barriers** refers to external factors and may include: prejudice and negative stereotypes, social exclusion (poverty; poor housing; hate crime, bullying and harassment; lack of social networks etc) and access to services and information
- **Other workers** would include people supporting individuals within the family or the family as a whole. This may include for example: independent advocates, social workers, teachers, health practitioners etc