

Unit Title: **CYPOP6 Support disabled children and young people and those with specific requirements**

Level: 4

Credit value: 6

Guided learning hours: 45

Unit accreditation number: T/601/0134

Unit purpose and aim

This unit aims to provide the knowledge, skills and understanding required to support disabled children and young people and those with specific needs in partnership with their carers, other agencies and professionals.

Learning Outcomes	Assessment Criteria	Exemplification
<p>The learner will:</p> <p>1 Understand the principles of working inclusively with disabled children and young people and those with specific requirements</p>	<p>The learner can:</p> <p>1.1 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</p> <p>1.2 Compare service led and child and young person led models of provision for disabled children and young people</p> <p>1.3 Critically analyse the difference between the social model and medical model of disability and how each model affects provision</p> <p>1.4 Explain the importance of</p> <ul style="list-style-type: none"> • advocacy • facilitated advocacy for children and young people who require it • the personal assistant role 	

	1.5 Explain the importance of encouraging the participation of disabled children and young people	
2 Be able to work in partnership with families with disabled children or young people and those with specific requirements	<p>2.1 Explain the concepts and principles of partnership with carers of disabled children and young people and those with specific requirements</p> <p>2.2 Explain the types of support and information carers may require</p> <p>2.3 Demonstrate in own practice partnership working with families</p>	<p>Types of support and information may include:</p> <ul style="list-style-type: none"> • learning to use sign language for example Makaton • speech board • social and emotional such as coming to terms with impact of disability on own family • financial • information about services and availability • information about children's and families rights
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	<p>3.1 Demonstrate in own practice engagement with disabled children or young people</p> <p>3.2 Encourage children or young people to express their preferences and aspirations in their chosen way of communication</p>	

	<p>3.3 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</p> <p>3.4 Develop a plan with an individual child or young person to support learning, play or leisure needs.</p> <p>3.5 Implement the learning, play or leisure plan according to own role and responsibility explaining and evaluating its effectiveness and suggesting changes for the future.</p>	<p>Assessing a child or young person's learning, play or leisure needs may include:</p> <ul style="list-style-type: none"> • observations • information from others • preferences of the child or young person • findings solutions to obstacles • looking at how to overcome barriers
<p>4 Be able to evaluate, support and develop existing practice with disabled children and young people and those with specific requirements</p>	<p>4.1 Demonstrate in own practice how barriers which restrict children and young people's access are overcome</p> <p>4.2 Explain the importance of evaluating and challenging existing practice and becoming an agent of change</p> <p>4.3 Explain how and when to use policies and procedures to challenge discriminatory, abusive or oppressive behaviour</p> <p>4.4 Describe the impact of disability within different cultures and the importance of culturally sensitive practice</p> <p>4.5 Explain the importance of systems of monitoring, reviewing and evaluating services for disabled children and young people</p>	

<p>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</p>	<p>5.1 Explain the roles and responsibilities of partners that are typically involved with disabled children and young people and those with specific requirements</p> <p>5.2 Analyse examples of multi agency and partnership working from own practice</p>	
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Assessment

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

Assessment decisions for competence based learning outcomes (eg those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Competence based assessment must include direct observation as the main source of evidence.

Guidance on assessment and evidence requirements

OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

Details of relationship between the unit and national occupational standards

This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It provides a key progression route between education and employment (or further study/training leading to employment). It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care and Development.

As such, the unit may provide evidence for the following national occupational standards in the children and young people's workforce developed by Skills for Care and Development:

- CCLD 312: Support children with disabilities or special educational needs and their families
- CCLD 418: Co-ordinate and support provision for disabled children and those with special educational needs
- National Occupational Standards for Sensory Services 1 to 7

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Administrative Guide for Vocational Qualifications*' (A850).

The *OCR Children and Young People's Workforce Centre Handbook* contains important information for anyone delivering, working towards or involved with the Children and Young People's Workforce qualifications, of which this unit forms a part. This can be downloaded from OCR's website www.ocr.org.uk.

This unit is a shared unit. It is located within the subject/sector classification system 01 Health, Public Services and Care and 01.5 Child Development and Well Being.