



Accredited

**OCR LEVEL 3
CAMBRIDGE TECHNICAL
CERTIFICATE/DIPLOMA IN
HEALTH AND
SOCIAL CARE**

**CARING FOR INDIVIDUALS WITH
ADDITIONAL NEEDS**

M/600/8981

LEVEL 3 UNIT 19

GUIDED LEARNING HOURS: 30

UNIT CREDIT VALUE: 5

CARING FOR INDIVIDUALS WITH ADDITIONAL NEEDS

M/600/8981

LEVEL 3 UNIT 19

AIM OF THE UNIT

Health and social care services have an extremely important role in providing facilities, care and support for individuals with additional needs.

This unit provides learners with knowledge and understanding of the particular types of additional needs individuals may experience and the barriers they may come up against in terms of access and opportunity, amongst others.

Learners will have the opportunity to explore current practice which endeavours to provide individuals with the services, support and access opportunities they need and deserve as part of best practice in health and social care.

PURPOSE OF THE UNIT

Individuals with additional needs have the right to receive high standards of health and social care and practical support and provision.

The purpose of this unit is to equip learners with the knowledge and understanding necessary to provide the best quality care, whilst developing a valuable insight into some of the barriers and obstacles that individuals with additional needs may face.

The unit allows learners to explore the particular needs some individuals may have and how these needs impact upon the rights and choices that are available to them. Learners will gain an understanding of the possible barriers people with additional needs may encounter and the models of disability that inform the types of services and provision available.

Learners will become more familiar with current practice in respect of these services, the planning and working practices that health and social care workers must endeavour to maintain and the legislation, regulations and guidance that informs this practice.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO) The learner will:	Pass The assessment criteria are the pass requirements for this unit. The learner can:	Merit To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	Distinction To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Know reasons why individuals may experience additional needs	P1 Outline reasons why individuals may experience additional needs P2 Describe models of disability		
2 Understand the barriers experienced by individuals with additional needs	P3 Explain barriers which may be experienced by individuals with additional needs	M1 assess effects of barriers on individuals with additional needs	D1 recommend ways of overcoming barriers experienced by individuals with additional needs
3 Understand current practice with respect to provision for additional needs	P4 explain positive working practice with individuals with additional learning needs	M2 summarise legislation or guidance that informs current practice with regard to individuals with additional needs	

TEACHING CONTENT

1 Know reasons why individuals may experience additional needs

- *Types of additional needs:* (e.g. these include physical, cognitive and sensory)
- *Reasons (causes) for additional need:* Individual needs may be genetic for example, Down's syndrome, cystic fibrosis, sickle cell disorders or developmental for example, autistic spectrum disorder or a learning disability. Particular needs may also be environmental, perhaps as a result of working practices or linked to infectious diseases. Particular needs may have been caused by accidents for example paraplegia or loss of limbs. Other additional needs may be as a result of strokes, sensory impairment or mental illness
- *Disability and dependency as social constructs:* definitions of impairment and disability
- *Models:* Models of disability include medical, social, normalisation and a holistic approach, they each impact on services provided.

2 Understand the barriers experienced by individuals with additional needs

- *Barriers:* These may come in the form of discriminatory attitudes or employment opportunities, physical access, finance, communication, barriers to access and opportunities, financial, lack of choice or cultural stereotyping
- *Effects of Barriers:* (e.g. physical, intellectual, emotional, social, language/communication)
- *Ways of overcoming barriers:* (e.g. adapting the environment, translators, advocacy, financial assistance, technology).

3 Understand current practice with respect to provision for individuals with additional needs

- *Services:* These may be statutory, private and third sector for example, day care, independent living, community care, residential homes, hospitals, health centres' training and education
- *Principles of care: Values of care, health and social care settings:* promoting equality and diversity of people who use services; promoting individual rights and beliefs; maintaining confidentiality
- *Values of care, early years settings:* making the welfare of the child paramount; keeping children safe and maintaining a healthy environment; working in partnership with parents/families; supporting children's

learning and development; valuing diversity; equality of opportunity and anti-discriminatory practice; maintaining confidentiality; working with others; reflective practitioners

- *Person-centred planning:* At the centre of this is the Common Assessment Framework, needs-led assessment, integrated practice encouraging personal growth, balancing risk with individual rights, supporting choice and empowering individuals
- *Positive working practice:* for example, personal care, appropriate touch, promote self-image, remote coping strategies, safeguarding and safe practice, promoting independence, enabling, positive reinforcement and financial support
- *Supporting communication:* This involves using aids to communication for example, advocates, signers, technological aids, Makaton, visual aids and symbols
- *Supporting access:* By providing individuals with physical support for example, ramps, provision of mobility aids, wheelchairs, mobility scooters, access symbols, changing and toilet facilities
- *Guidance:* for example, codes of practice, charters and policies, role of General Social Care Council England/ Care Council for Wales/Northern Ireland, Improving Life Chances of Disabled People – White Paper, A New Strategy for Learning Disabilities for the 21st Century, Fair Access to Care services
- *Legislation and regulations:* for example The Equality Act 2010, Mental Health Act 1983, Disability Discrimination Act, Human Rights Act, Data Protection Act, Nursing and Residential Care Homes Regulations, Care Standards Act, Carers and Disabled Children Act, UN Convention on Disability rights.

DELIVERY GUIDANCE

LO1 Know reasons why individuals may experience additional needs

A good starting point for delivery of this unit would be in encouraging learners to reflect upon and discuss their own experience from practical placement, or of working with individuals with additional needs. Learners should use the correct terminology, ensuring that the discussion is person centred and based around the individual rather than the 'disability'.

Small groups of learners could then engage in internet and literary based research into the possible causes of a range of additional needs. The groups could be given a particular focus for their investigation; information sourced should then be presented to the entire group for discussion and note taking.

Models of disability should be introduced to the learners; this could be by tutor led discussion in the first instance. Case studies and scenarios could then be given to the group in order to illustrate some of the ways that constructed models of disability impact upon the facilities and services provided. This exercise may help learners apply theory to practice and may challenge some of their own assumptions and concepts of 'disability'.

LO2 Understand the barriers experienced by individuals with additional needs

Learners should be provided with information regarding the obstacles and barriers that some individuals with additional needs experience. The life experience of individuals could be explored by learners by accessing various film clips available on websites concerned with the reality of living with additional needs. These websites include

www.nhs.uk/news or **www.mind.org.uk**. The clips will help learners gain a better insight into the daily lives of individuals and develop empathy for some of the barriers they constantly have to face and overcome. Learners could be provided with role play scenarios in order to consolidate their understanding and appreciation of the issues. Some of the issues which could be explored may relate to employment opportunities, physical access and barriers to communication. Ways of overcoming barriers could also be explored by using case studies such as those found on websites such as **www.dogsforthedisabled.org**, **www.scope.org.uk**. A guest speaker from such an

organisation or someone with additional needs, or their carer, who has overcome barriers can give a valuable insight into the issues involved. PAWS (Parents Autism Workshops and Support) has developed the training of assistance dogs to work effectively with children with autism and has case studies on its' website. If there is a local 'HealthTec' centre it is possible to attend sessions about overcoming barriers related to communication and care of the elderly.

LO3 Understand current practice with respect to provision for individuals with additional needs

Learners need to research and understand positive working practices with individuals with additional needs. Groups could use audio and visual resources, including articles and film-clips that illustrate the various approaches to working practice. It may be helpful to use resources that demonstrate both positive and less positive practice. Positive images could include safeguarding individuals and supporting and promoting independence. Learners could be given visual materials that illustrate less positive practice, such as environments that do not facilitate easy access. The learners could be asked to identify any adaptations or improvements they would make in order to better support individuals with additional needs.

Policies, procedures and guidelines must be examined to give learners the opportunity to reflect on actual working practice. The policies should be linked to the relevant legislation in order to consolidate understanding of how legislation and policies inform procedures that underpin health and social care practice.

Visits and visiting speakers will help put the learning into a practical context and support learners to meet the learning outcomes.

SUGGESTED ASSESSMENT SCENARIOS AND TASK PLUS GUIDANCE ON ASSESSING THE SUGGESTED TASKS

P1 – Learners could be asked to produce a presentation that highlights some of the reasons why individuals may experience additional needs. The information should provide a range of particular needs and the possible corresponding causes.

P2 – Learners may produce a pamphlet or booklet for use in a particular health or social care setting. The information must outline and describe the different models of disability

Learners should make links between the models used to understand disability and inform services and provision, and the various barriers that may be experienced by individuals with additional needs, in terms of access, work opportunities and extent of choice for example.

P3 , M1 and D1 – Learners could create a case study based on a particular care setting. They could explain potential barriers that could exist for individuals with additional needs at the setting. They could assess the impact of those barriers and recommend ways of overcoming the barriers. This work could be based on their placement experience or on a care setting they have researched or invented themselves.

P4 and M2 – Learners could write a report which clearly defines and explains principles of care, approaches to planning, support and good working practice with respect to provision for additional needs. The learner should also provide a summary of relevant sections of legislation, frameworks and policy that informs current positive working practice. To contextualise the work, as for LO2, it could be based on their placement experience or on a care setting they have researched or invented themselves.

RESOURCES

Text books

Fisher A, et al – *Applied AS Health & Social Care for OCR*
(Folens,2006) ISBN : 1843038404

Fisher A, et al – *Applied A2 Health & Social Care for OCR*
(Folens,2006) ISBN : 9781850082484

Pountney J – *Your Role as a Learning Disability Worker*
(Heinemann, 2007) ISBN 9780435500009

Stretch B and Whitehouse M – *BTEC Level 3 Nationals in Health and Social Care Student Book 2* (Pearson,2010) ISBN 9781846907470

DVD/CD-rom

'Meeting Individual Needs' – Key Stage Comedy

Websites

www.actiononhearingloss.org.uk – Formerly: Royal National Institute for Deaf People

www.agecuk.org.uk – Age Concern & Help the Aged

www.aspire.org.uk – Spinal injury charity

www.autism.org.uk – National Autistic Society

www.disabilitynow.org.uk – Disability Now

www.disabilityalliance.org – Disability Alliance

www.dh.gov.uk – search for 'Dignity in Care Campaign'

www.dlf.org.uk – Disabled Living Foundation

www.dogsforthe-disabled.org – Assistance dogs

www.healthtccsw.org.uk/ – Hands-on health scenarios

www.learningdisabilities.org.uk – Foundation for people with learning disabilities

www.mind.org.uk – Charity for people with learning disabilities

www.paws.dogsforthe-disabled.org – Parents Autism Workshops and Support

www.rnib.org.uk – Royal National Institute of Blind People

www.scope.org.uk – Charity for people with disabilities

www.stroke.org.uk – The Stroke Association

MAPPING WITHIN THE QUALIFICATION TO THE OTHER UNITS

Unit 1: Developing effective communication in health and social care

Unit 2: Equality, diversity and rights in health and social care

Unit 6: Sociological perspectives for health and social care

Unit 10: Safeguarding adults and promoting independence

Unit 20: Dealing with challenging behaviour

LINKS TO NOS

HSC31 Promote effective communication with, for and about individuals

a – Identify ways to communicate effectively

c – Support individuals to communicate

HSC33 Reflect on and develop your practice

a – Reflect on your practice

b – Take action to enhance your practice

HSC35 Promote choice, well-being and the protection of all individuals

b – Respect the diversity and difference of individuals and key people

HSC370 Support individuals to communicate using technology

a – Identify technological communication needs

HSC3111 Promote the equality, diversity, rights and responsibilities of individuals

a – Promote the rights and interests of individuals

b – Promote the equal treatment of individuals



CONTACT US

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always happy to answer questions and give advice.

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