



Oxford Cambridge and RSA

<b>Unit Title:</b>	<b>Support learners with sensory and/or physical needs</b>
OCR Unit No:	26
Sector Unit No:	TDA 3.23
Level:	3
Credit value:	4
Guided learning hours:	21
Unit accreditation number:	M/601/8135

## Unit purpose and aim

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This unit provides the understanding, knowledge and skills to support learners with sensory and/or physical needs. This involves understanding the rights and needs of learners, including their special educational needs, and demonstrating competence in supporting learners to participate in learning activities. It also requires competence in implementing structured programmes to address the particular needs of learners eg. independence programmes or speech and language therapy.

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	<b>Exemplification</b>
The learner will:	The learner can:	
1. Understand the impact of physical, motor and/or sensory disability on children and young people	1.1 Explain the effect of a primary disability on children and young people's social, emotional and physical development  1.2 Explain the effect of:  a) long-standing or progressive conditions  b) chronic illness, pain and fatigue  on the emotions, learning, behaviour and quality of life of children and young people  1.3 Explain how medication taken by children and	Centres must ensure that all assessment criteria are met.

	<p>young people may impact on their cognitive and physical abilities, behaviour and emotional responsiveness</p>	
<p>2. Understand the special educational needs of learners with sensory and/or physical needs</p>	<p>2.1 Explain the nature and level of sensory and/or physical needs of learners in the setting</p> <p>2.2 Summarise the individual plans of <b>learners with sensory and/or physical needs</b> with whom they work</p> <p>2.3 Explain the roles and responsibilities of <b>others</b> who contribute to the support of learners with sensory and/or physical needs</p> <p>2.4 Explain the sorts of <b>specialist equipment</b> and technology used by learners with whom they work and how it helps overcome or reduce the impact of sensory or physical impairment</p> <p>2.5 Explain the importance of making optimal use of learners' residual sensory and physical functions</p>	<p><b>Learners with sensory and/or physical needs</b> learners who demonstrate degrees of hearing, visual and/or physical impairment</p> <p><b>Others</b> who may contribute to supporting learners with sensory and/or physical needs eg:</p> <ul style="list-style-type: none"> <li>• lead professional</li> <li>• family members</li> <li>• teachers responsible for the learner</li> <li>• specialist teachers within the setting or part of local support services</li> <li>• Special Educational Needs Coordinator</li> <li>• health professionals</li> <li>• allied health professionals eg therapists</li> </ul> <p><b>Specialist equipment:</b> equipment and learning aids which may be required by learners with sensory and/or physical needs, eg:</p> <ul style="list-style-type: none"> <li>• auditory aids</li> <li>• visual aids</li> <li>• mobility aids</li> <li>• Braille machines</li> <li>• information and communication</li> </ul>

		technology (ICT) hardware and software
3. Be able to support learners with sensory and/or physical needs to maximise learning	<p>3.1 Adapt the layout of the learning environment and the equipment used to enable learners with sensory and/or physical needs to access and maximise learning opportunities</p> <p>3.2 Select, develop and use <b>teaching and learning materials</b> in the appropriate medium as required by learners with sensory and/or physical needs</p> <p>3.3 Demonstrate ways of supporting learners with sensory and/or physical needs to actively participate in learning activities as appropriate to their level of development, physical abilities and any medical conditions</p> <p>3.4 Demonstrate ways of using and helping learners to use any specialist equipment to maintain their comfort and maximise participation in learning activities</p> <p>3.5 Demonstrate ways of promoting learners' self-esteem and independence with communication and interaction needs</p> <p>3.4 Respond to learners' level of expressive and receptive language to reinforce spoken language and promote autonomy</p>	<p><b>Teaching and learning materials:</b> the materials suitable for learners with sensory, multi-sensory or physical disabilities, eg:</p> <ul style="list-style-type: none"> <li>• tactile diagrams</li> <li>• Braille</li> <li>• subtitled video or DVD material</li> <li>• ICT hardware and software</li> </ul>

<p>4. Be able to implement structured learning programmes for children and young people with sensory and/or physical needs</p>	<p>4.1 Use knowledge of individual children and young people to contribute to planning <b>structured learning programmes</b></p> <p>4.2 Work with children, young people and others to plan delivery of structured learning programmes to:</p> <ul style="list-style-type: none"> <li>a) minimise distractions</li> <li>b) minimise disruptions to normal routines and schedules</li> <li>c) take place at a time when children and young people are most receptive and will receive maximum benefit</li> </ul> <p>4.3 Explain the importance of being responsive and flexible in implementing structured activities for learners with sensory and/or physical needs</p> <p>4.4 Implement structured activities as agreed with children, young people and others to meet the needs of learners with sensory and/or physical needs</p>	<p><b>Structured learning programmes:</b></p> <p>individual learning programmes to address the additional needs of learners with sensory and/or physical needs, eg. physiotherapy, mobility, speech and language therapy, occupational therapy and independence programmes</p>
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## Assessment

This unit needs to be assessed in line with the Training and Development Agency (TDA) 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

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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.

Assessment criteria 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2 and 4.4 must be assessed in the workplace.

## Details of relationship between the unit and national occupational standards

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STL42 Support pupils with sensory and/or physical needs

**NOS can viewed on the relevant Sector Skills Council's website or the Occupational standards directory at [www.ukstandards.co.uk](http://www.ukstandards.co.uk).**

## Functional skills signposting

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This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening	✓	Representing		Use ICT systems	✓
Reading	✓	Analysing		Find and select information	✓
Writing	✓	Interpreting		Develop, present and communicate information	✓

## Additional information

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For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications*' (A850) on the OCR website [www.ocr.org.uk](http://www.ocr.org.uk).