OCR
Oxford Cambridge and RSA

Unit Title:	**Support children and young people with disabilities and special educational needs**
OCR unit number:	18
Sector unit number:	TDA 2.15
Level:	2
Credit value:	4
Guided learning hours:	26
Unit accreditation number:	D/601/6526

Unit purpose and aim

This unit provides the knowledge and skills to support disabled children and young people and those with special educational needs. It covers understanding the rights and needs of disabled children and young people and those with special educational needs and supporting their inclusion and participation in the full range of activities and experiences provided by the setting.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1. Know the rights of disabled children and young people and those with special educational needs	1.1 Outline the legal entitlements of **disabled** children and young people and those with **special educational needs** 1.2 Describe the assessment and intervention frameworks for disabled children and young people and those with special educational needs 1.3 Describe the benefits of early recognition and intervention for disabled children and young people and those with special educational needs 1.4 Describe the purpose	Centres must ensure that all assessment criteria are met. **Disabled:** The Disability Discrimination Act (DDA) defines a disabled person as someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. **Special educational needs:** children and young people with special educational needs learn differently from most children or young people of the same age. These children and young people may need extra or different help from that given

	of individual plans for disabled children and young people and those with special educational needs 1.5 Describe the principles of working inclusively with disabled children and young people and those with special educational needs	to other children and young people
2. Understand the disabilities and/or special educational needs of children and young people in own care	2.1 Describe the relationship between disability and special educational needs 2.2 Describe the nature of the particular disabilities and/or special educational needs of children and young people with whom they work 2.3 Describe the **special provision** required by children and young people with whom they work	**Special provision**: provision which is additional to, or otherwise different from, the provision made generally for children of their age in schools maintained by the Local Authority, other than special schools, in the area
3. Be able to contribute to the inclusion of children and young people with disabilities and special educational needs	3.1 **Obtain information** about the individual needs, capabilities and interests of disabled children and young people and those with special educational needs with whom they work 3.2 Identify **barriers to participation** for disabled children and young people and those with special educational needs with whom they work 3.3 Work with children, young people and **others** to remove barriers to participation 3.4 Demonstrate ways of	**Obtain information** about the individual needs, capabilities and interests of disabled children and young people and those with special educational needs from: • the children and young people themselves • family members • colleagues within the setting • external support agencies • individual plans **Barriers to participation:** anything that prevents a

		supporting **inclusion** and inclusive practices in own work with disabled children and young people and those with special educational needs	child or young person participating fully in activities and experiences offered by the setting or service
			Others according to own role eg:
			• family members
			• colleagues within the setting
			• professionals external to the setting
			Inclusion: a process of identifying, understanding and breaking down barriers to participation and belonging.
4. Be able to support disabled children and young people and those with special educational needs to participate in the full range of activities and experiences	4.1	Identify and implement **adaptations** that can be made to support disabled children and young people and those with special educational needs to participate in the full range of activities and experiences provided by the setting	**Adaptations** that can be made to support participation of disabled children and young people and those with special educational needs in relation to:
			• the environment
			• activities
	4.2	Support children and young people to use specialist aids and equipment as necessary to enable them to participate in activities and experiences	• working practice
			• resources
			Participation involves:
			asking children and young people what works, what doesn't work and what could work better; and involving them in the design, delivery and evaluation of services, on an ongoing basis.
	4.3	Demonstrate ways of supporting **participation** and **equality of access** for disabled children and young people and those with special educational needs	**Equality of access:** ensuring that discriminatory barriers to access are

	4.4 Work in partnership with children, young people and others to review and improve activities and experiences provided for disabled children and young people and those with special educational needs	removed and allowing for children and young peoples' individual needs

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.

Assessment criteria 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3 and 4.4 must be assessed in the workplace.

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.

National Occupational Standards (NOS) mapping/signposting

STL12 Support a child with disabilities or special educational needs (CCLD 209)

STL38 Support children with disabilities or special educational needs (CCLD 321)

Introductory training materials:

- Inclusion

NOS can viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk.

Functional skills signposting

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

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 .