

Unit Title: **TDA2.15 Support children and young people with disabilities and special educational needs**

Level: 2

Credit value: 4

Guided learning hours: 26

Unit accreditation number: D/601/6526

Unit purpose and aim

This unit aims to provide the knowledge, understanding and skills to support disabled children and young people and those with special educational needs.

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 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	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.

<p>2 Understand the disabilities and/or special educational needs of children and young people in own care</p>	<p>2.1 Describe the relationship between disability and special educational needs</p> <p>2.2 Describe the nature of the particular disabilities and/or special educational needs of children and young people with whom they work</p> <p>2.3 Describe the special provision required by children and young people with whom they work</p>	<p>Special provision included that 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.</p>
<p>3 Be able to contribute to the inclusion of children and young people with disabilities and special educational needs</p>	<p>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</p> <p>3.2 Identify barriers to participation for disabled children and young people and those with special educational needs with whom they work</p> <p>3.3 Work with children, young people and others to remove barriers to participation</p> <p>3.4 Demonstrate ways of supporting inclusion and inclusive practices in own work with disabled children and young people and those with special educational needs</p>	<p>Obtaining information may include from:</p> <ul style="list-style-type: none"> • the children and young people themselves • family members • colleagues within the setting • external support agencies • individual plans <p>Barriers to participation may include:</p> <ul style="list-style-type: none"> • anything that prevents a child or young person participating fully in activities and experiences offered by the setting or service <p>Others may include:</p> <ul style="list-style-type: none"> • family members • colleagues within the setting • professionals external to the setting <p>Inclusion is a process of identifying, understanding and breaking down barriers to participation and belonging</p>
<p>4 Be able to support disabled children and</p>	<p>4.1 Identify and implement adaptations that can be</p>	<p>Adaptations may include:</p>

<p>young people and those with special educational needs to participate in the full range of activities and experiences</p>	<p>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</p> <p>4.2 Support children and young people to use specialist aids and equipment as necessary to enable them to participate in activities and experiences</p> <p>4.3 Demonstrate ways of supporting participation and equality of access for disabled children and young people and those with special educational needs</p> <p>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</p>	<ul style="list-style-type: none"> • the environment • activities • working practice • resources <p>Participation may include:</p> <ul style="list-style-type: none"> • asking children and young people what works • asking children and young people what doesn't work • asking children and young people what could work better • involving children and young people in the design, delivery and evaluation of services, on an ongoing basis
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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 209: Support a child with disabilities or special educational needs
- CCLD 321: Support children with disabilities or special educational needs

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.