

<b>Unit Title:</b>	<b>Support learners with communication and interaction needs</b>
OCR Unit No:	25
Sector Unit No:	TDA 3.22
Level:	3
Credit value:	4
Guided learning hours:	21
Unit accreditation number:	K/601/8134

## Unit purpose and aim

This unit provides the understanding, knowledge and skills to support learners with communication and interaction needs. This involves understanding the special educational needs of learners and demonstrating competence in supporting them during learning activities and interactions with others.

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	<b>Exemplification</b>
The learner will:	The learner can:	
1. Understand the special educational needs of learners with communication and interaction needs	<p>1.1 Explain the communication impairments and disorders of learners in the setting and the implications for language and communication development, social interaction and learning</p> <p>1.2 Explain the differences between normal patterns of communication and the specific or more unusual patterns of communication demonstrated by learners with significant developmental delay, impairment or those having some form of communication or language disorder</p>	<p>Centres must ensure that all assessment criteria are met.</p> <p><b>Learners with communication and interaction needs:</b> learners with severe and/or complex special educational needs arising from one or more of the following:</p> <ul style="list-style-type: none"> <li>• speech and language delay, impairments or disorders</li> <li>• specific learning difficulties, eg. dyslexia, dyspraxia</li> <li>• autistic spectrum disorder</li> <li>• permanent sensory</li> </ul>

	<p>1.3 Explain the interaction between delayed language acquisition, cognitive development and sensory deficit</p> <p>1.4 Explain the specific language, communication and interaction needs of learners in the setting</p> <p>1.5 Summarise the individual plans of <b>learners with communication and interaction needs</b> with whom they work</p>	<p>or physical impairment including deafblindness, deafness and visual impairment</p> <ul style="list-style-type: none"> <li>• moderate, severe or profound learning difficulties affecting their ability to communicate and interact with others</li> </ul>
<p>2. Be able to support learners with communication and interaction needs to maximise learning</p>	<p>2.1 Demonstrate ways of supporting learners with communication and interaction needs to actively participate in learning tasks and activities</p> <p>2.2 Select and use the most appropriate <b>mode of communication</b> to reinforce spoken language</p> <p>2.3 Support learners to make effective use of <b>augmented and alternative means of communication</b> as appropriate to their needs</p> <p>2.4 Demonstrate ways of supporting learners' efforts to participate in learning tasks and activities</p> <p>2.5 Demonstrate ways of promoting learners' self-esteem and independence</p>	<p><b>Mode of communication</b> to reinforce spoken language eg:</p> <ul style="list-style-type: none"> <li>• visual</li> <li>• auditory</li> <li>• tactile</li> <li>• signing</li> </ul> <p><b>Augmented and alternative means of communication</b> are the systems and equipment used by learners with sensory or physical impairment to enable them to communicate with others and take part in learning activities, eg:</p> <ul style="list-style-type: none"> <li>• Total Communication approaches and the associated use of a range of sign communication systems, including signed English and British sign language</li> <li>• Braille</li> </ul>

		<ul style="list-style-type: none"> <li>equipment to enhance hearing, vision or speech, eg. ICT equipment, auditory and visual aids, audiological and amplification equipment, low-vision devices, speech synthesisers</li> </ul>
<p>3. Be able to support learners with communication and interaction needs to develop relationships with others</p>	<p>3.1 Provide opportunities for learners with communication and interaction needs to initiate, respond to and maintain relationships with <b>others</b></p> <p>3.2 Demonstrate ways of supporting learners to:</p> <p>a) contribute to conversations and discussions with others</p> <p>b) respond constructively to other people's contributions to conversations and discussions</p> <p>3.3 Provide encouragement and support to enable others to respond positively to learners 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>Others</b> with whom learners interact in the setting eg:</p> <ul style="list-style-type: none"> <li>peers</li> <li>class teacher</li> <li>subject teachers</li> <li>support staff</li> <li>parent helpers</li> <li>professionals from outside of the setting eg. speech and language therapist</li> </ul>

## Assessment

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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 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3 and 3.4 must be assessed in the workplace.

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

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STL39 Support pupils with communication and interaction 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).