

H5MM 04 (SCDHSC0036) — Contribute to the Assessment and Planning Process With Children and Young People

Overview

This standard identifies the requirements when you contribute to the assessment and planning process with children and young people. This includes working with others to assess children and young people's preferences and needs, then contributing to the development and implementation of care or support plans. It also includes contributing to the review of care or support plans with children and young people.

Additional Information

Scope/range related to Performance Criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

NOTE: Where a child or young person finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates or others who are able to represent the views and best interests of the child or young person.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

Active participation is a way of working that regards individuals as active partners in their own care or support rather than passive recipients. Active participation recognises each individual's right to participate in the activities and relationships of everyday life.

To **agree** means gaining assent to the final form of a plan or assessment and may not mean that everyone was of the same view. The agreement would specify where the assessment or plan recorded that a child or young person's first preferences could not be met, and would identify where there are areas of concern and conflicts of opinion and judgements.

A care or support plan is a formal plan that must be developed and agreed with the individual and/or those who are able to represent the individual's best interests. It addresses the holistic needs of the individual and contains information on all aspects of that person's care requirements. The care or support plan must underpin the individual's care and support within any health or social care setting.

Children and young people from birth to 18 years of age who require health and care services. In some circumstances children or young people are eligible, through legislation or policy, to receive children's and young people's services until they reach 21.

Dimensions of a child or young person's life may include the child or young person's developmental needs; the capacity of their parents to care for them; family and environmental factors; the child or young person's current circumstances with regard to place of residence and care needs.

Harm and abuse may include neglect; physical, emotional and sexual abuse; bullying; self-harm; reckless behaviour.

Information could include existing plans; care and support needs assessments; records and reports.

Key People are those who are important to an individual and who can make a difference to their wellbeing. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.

Level of development includes the cognitive, linguistic, physical, social, emotional and intellectual level of the child or young person.

Others are your colleagues and other professionals whose work contributes to the individual's well-being and who enable you to carry out your role.

Permanency Planning places a focus on promoting secure, stable and fulfilling relationships for children and young people whether they are living with their birth families or in foster, adoptive or residential homes. Permanency planning uses this criteria to underpin work to meet the short, medium and long term needs of children and young people, ie until they are 21 (or 25 if still in education).

Pre-speech refers to the sounds made by children before they are able to speak using words.

Preferred communication methods and language may include the child or young person's preferred spoken language; the use of signs; symbols; pictures; writing; objects of reference; communication passports; other non-verbal forms of communication; human and technological aids to communication.

A **risk** takes account of the likelihood of danger, harm or abuse arising from anything or anyone and could include the possibility of danger, damage and destruction to the environment and goods; injury and harm to people; self-harm and abuse.

Scope/range related to Knowledge and Understanding

The details in this field are explanatory statements of scope and /or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

All knowledge statements must be applied in the context of this standard.

Factors that may affect the health, wellbeing and development may include:

adverse circumstances or trauma before or during birth; autistic spectrum conditions; discrimination; domestic violence; family circumstances; foetal alcohol syndrome; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse.

Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

- ◆ to be treated as an individual
- ◆ to be treated equally and not be discriminated against
- ◆ to be respected
- ◆ to have privacy
- ◆ to be treated in a dignified way
- ◆ to be protected from danger and harm
- ◆ to be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- ◆ to communicate using their preferred methods of communication and language
- ◆ to access information about themselves

Performance Criteria — What you do in your job

You must provide evidence to meet all the 33 Performance Criteria for this Unit. The Performance Criteria are grouped under headings to assist you with planning how best to meet these points.

Place the number of the piece of work where this Performance Criteria has been met in the evidence box after each criteria.

Contribute to the assessment of children and young people's preferences and needs

	Performance Criteria	Evidence Number where this criteria has been met
1	Identify your own role and the roles and responsibilities of others in assessing the preferences and needs of children and young people .	
2	Review information about the different dimensions of a child or young person's life, their expressed preferences and needs and any specific requirements they have.	
3	Seek the active participation of the child or young person in assessing their own preferences and needs, using their preferred communication methods and language and in ways that are suitable to their age, abilities and level of development .	
4	Access any extra support you need to enable the child or young person to communicate their preferences and needs.	
5	Take account of pre-speech , actions and non-verbal behaviour when working with a child or young person who is unable to express their preferences and needs because of their level of development and understanding.	
6	Support the child or young person and key people to identify preferences and needs for their care and support.	

Contribute to the assessment of children and young people’s preferences and needs (cont)

	Performance Criteria	Evidence Number where this criteria has been met
7	Support the child or young person and key people to identify any risks of danger, harm and abuse .	
8	Identify environments, objects, situations and the behaviour of others that stimulate and interest the child or young person.	
9	Identify environments, objects, situations and the behaviour of others that cause fear or other adverse reactions in the child or young person.	
10	Take account of the views of the child or young person, key people and others when processing information and providing feedback about short, medium and long term health and care needs.	
11	Contribute to the assessment of the different dimensions of the child or young person's life and to	
12	Work with all involved to agree the assessment of the child or young person's preferences and needs.	
13	Support the child or young person and key people to understand the assessment.	
14	Support the child or young person and key people to challenge the assessment if necessary.	

Support the development and implementation of care or support plans

15	Identify your role and responsibilities in developing and implementing the child or young person’s care or support plan .	
16	Seek the active participation of the child or young person in developing and implementing the plan, using their preferred communication methods and language and in ways that are suitable to their abilities and level of development and understanding.	

Support the development and implementation of care or support plans (cont)

	Performance Criteria	Evidence Number where this criteria has been met
17	Contribute to consultations to develop the care or support plan, taking account of the child or young person's assessed preferences and needs.	
18	Contribute to permanency planning to address the child or young person's short, medium and long term needs.	
19	Support the child or young person and key people to understand where preferences and needs could not be met within the care or support plan and why.	
20	Support the child or young person and key people to understand the arrangements for the implementation of the plan.	
21	Support the child or young person and key people to understand how to use procedures, when necessary, to comment or complain about the content of the care or support plan and its implementation.	

Contribute to reviewing care plans for children and young people

22	Check your own responsibilities and those of others in providing feedback on the implementation of the care or support plan.	
23	Seek the active participation of the child or young person in reviewing the care or support plan, using their preferred communication methods and language and in ways that are suitable to their abilities and level of development and understanding.	
24	Engage with the child or young person to identify parts of the plan which they feel best meet their needs.	
25	Engage with the child or young person to identify parts of the plan which they feel need changing.	

Contribute to reviewing care plans for children and young people (cont)

	Performance Criteria	Evidence Number where this criteria has been met
26	Engage with the child or young people to identify changes to their preferences and needs which could affect the plan and its implementation.	
27	Engage with the child or young person to identify changes in the needs and circumstances of key people which could affect the plan and its implementation.	
28	Work in partnership with the child or young person, key people and others to review the care or support plan.	
29	Provide feedback to the appropriate people on the strengths and limitations of the plan in meeting the assessed and changing preferences and needs of the child or young person.	
30	Support the child or young person and key people to understand how their feedback will be used to inform changes to the care or support plan.	
31	Where there is conflict about your feedback and observations, follow work setting procedures and practices to address the issues raised.	
32	Contribute to meetings and discussions about revisions to the care or support plan and its implementation.	
33	Contribute to revising and implementing any changes to the plan that are within your role and responsibilities.	

Knowledge and Understanding — Why and how you do what you do in your job

You must provide evidence of your knowledge and understanding to meet all the 40 knowledge points for this Unit. The knowledge points are grouped under headings to assist you with planning how best to meet them.

Place the number of the piece of work where each knowledge point has been met in the 'evidence number' box after each point.

Rights

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
1	Legal and work setting requirements on equality, diversity, discrimination and rights.	
2	Your role in promoting individuals' rights, choices, wellbeing and active participation.	
3	Your duty to report any acts or omissions that could infringe the rights of individuals.	
4	How to deal with and challenge discrimination.	
5	The rights that individuals have to make complaints and be supported to do so.	

Your practice

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
6	Legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard.	
7	Your own background, experiences and beliefs that may have an impact on your practice.	
8	Your own roles, responsibilities and accountabilities with their limits and boundaries.	
9	The roles, responsibilities and accountabilities of others with whom you work.	
10	How to access and work to procedures and agreed ways of working.	
11	The meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual.	
12	The prime importance of the interests and well-being of the individual.	
13	The individual's cultural and language context.	
14	How to build trust and rapport in a relationship.	
15	How your power and influence as a worker can impact on relationships.	
16	How to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences.	
17	How to work in partnership with individuals, key people and others.	
18	How to manage ethical conflicts and dilemmas in your work.	
19	How to challenge poor practice.	

Your practice (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
20	How and when to seek support in situations beyond your experience and expertise.	

Theory for practice

21	The nature and impact of factors that may affect the health, wellbeing and development of individuals you care for or support.	
22	Theories underpinning our understanding of human development and factors that affect it.	
23	Theories about attachment and its impact on children and young people.	

Personal and professional development

24	Principles of reflective practice and why it is important.	
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Communication

25	Factors that can affect communication and language skills and their development in children, young people adults.	
26	Methods to promote effective communication and enable individuals to communicate their needs, views and preferences.	

Health and Safety

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
27	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	
28	Practices for the prevention and control of infection in the context of this standard.	

Safe-guarding

29	The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
30	Indicators of potential harm or abuse.	
31	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
32	What to do if you have reported concerns but no action is taken to address them.	

Handling information

33	Legal requirements, policies and procedures for the security and confidentiality of information.	
34	Legal and work setting requirements for recording information and producing reports.	
35	Principles of confidentiality and when to pass on otherwise confidential information.	

Knowledge that is Specific to this NOS

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
36	National, local and work setting frameworks and guidance on assessment and planning with children and young people.	
37	How and where to access information and support that can inform assessment practice of children and young people.	
38	The role of relationships and support networks in promoting the care and well-being of the children and young people with whom you work.	
39	The impact of disruption, including placement disruption on children and young people's development, their relationships, their educational attainment and health.	
40	The support available for children or young people and key people with additional needs.	

The candidate and assessor must only sign below when all Performance Criteria and knowledge points have been met.

Unit assessed as being complete

Candidate's name	
Candidate's signature	
Date submitted to Assessor as complete	

Assessor's name	
Assessor's signature	
Date assessed complete	

Internal Verification

To be completed in accordance with centre's internal verifier (IV) strategy.

Evidence for this Unit was sampled on the following date/s	Internal verifier's signature	Internal verifier's name

This Unit has been subject to an admin check in keeping with the centre's IV strategy.

Date of admin check	Internal verifier's signature	Internal verifier's name

Unit completion confirmed

Internal verifier's name	
Internal verifier's signature	
Date completed	