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| Unit Title: Understand residential childcare for children and young people with complex disabilities or conditions | | |
| URN: R/506/8502 |  |  |
| Credit Value: 3 |  |  |
| Level: 3 |  |  |

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|  | **Assessment Method** | **Evidence Ref.**  **Page number, Method** | **Assessor Decision**  **Sign and Date** |
| **You must be able to:** | | | |
| **1 Understand the nature of complex disabilities and conditions and their impact on children and young people** | | | |
| 1.1 Describe the causes and effects of complex disabilities and conditions |  |  |  |
| 1.2 Describe the typical impacts of complex disabilities and conditions on children and young people |  |  |  |
| **2 Understand the impact on families of having a child with a complex disability or condition** | | | |
| 2.1 Describe ways in which having a child with a complex disability or condition can impact on different aspects of families’ lives |  |  |  |
| 2.2 Describe how and why the impact of a child’s disability or condition may change over time |  |  |  |
| 2.3 Explain how theories of loss and grief relate to the families of children with complex disabilities or conditions |  |  |  |
| 2.4 Explain how early intervention helps the families of children and young people with complex disabilities or conditions |  |  |  |
| **3 Understand residential services for children and young people with complex disabilities or conditions** | | | |
| 3.1 Describe types of residential childcare for children and young people with complex disabilities or conditions |  |  |  |

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| 3.2 Describe how different types of residential childcare seek to work in partnership with families |  |  |  |
| 3.3 Explain how residential childcare services work with other agencies and professionals to support children and young people with complex disabilities or conditions and their families |  |  |  |
| 3.4 Explain the aims and objectives of a residential childcare service and what it seeks to achieve for children or young people |  |  |  |
| **4 Understand principles for working with children and young people with complex disabilities or conditions** | | | |
| 4.1 Outline the legal entitlements to equality of treatment for children and young people with complex disabilities or conditions |  |  |  |
| 4.2 Explain the importance of the child-led model of provision |  |  |  |
| 4.3 Analyse how the social model and medical model of disability affect provision |  |  |  |
| 4.4 Describe how different cultural views of disability can impact on practice |  |  |  |
| **5 Understand how to support the participation of children and young people with complex disabilities or conditions** | | | |
| 5.1 Explain the importance of maximising active participation of children and young people with complex disabilities or conditions in their own care and day to day living |  |  |  |

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|  | **Assessment Method** | **Evidence Ref.**  **Page number, Method** | **Assessor Decision**  **Sign and Date** |
| 5.2 Describe ways in which children and young people with complex disabilities or conditions can be encouraged to participate in the daily activities of the setting |  |  |  |
| 5.3 Describe how children and young people with complex disabilities or conditions can be encouraged to contribute to shaping future services |  |  |  |
| 5.4 Describe types of support used to enable children and young people with complex disabilities or conditions to express their views, preferences and aspirations |  |  |  |
| 5.5 Describe ways to engage with children and young people with complex disabilities or conditions focusing on:  •individual strengths and needs  •building resilience |  |  |  |

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

**Assessor sign off of completed unit:**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date: