

Title:	Communication and Engagement with Children in Social Care
Level:	1
Credit value:	2
GLH:	18
Unique Reference Number:	L/652/0234
Sector Subject Area:	14.1 Foundations for Learning and Life
Aim:	The aim of this unit is to provide learners with the skills and knowledge to be able to understand communication approaches used when engaging with children and young people in children's social care settings.
Assessment Type:	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
Assessment Guidance:	<p>Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity.</p> <p>Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.</p>

Learning outcomes

The learner will:

1. Be able to understand communication needs of children in social care.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to understand why children receiving social care support may have different communication needs.

The learner must:

- 1.1 Identify ways children and young people may **communicate** their feelings or needs.
- 1.2 Describe why some children in social care may find communication **difficult**.

2. Be able to understand how adults build trust with children in social care.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to understand how positive communication helps build trusting relationships with children.

The learner must:

- 2.1 Identify ways adults can **build trust** with children and young people.
- 2.2 Describe how positive communication can support children’s wellbeing.

3. Be able to understand barriers to communication in social care settings.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to recognise challenges that may affect communication with children receiving social care support.

The learner must:

- 3.1 Identify **barriers** that may affect communication with children in social care.
- 3.2 Describe ways adults can help **overcome** these barriers.

Scope of Training

The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.

Requirements

Communicate

Definition:

Children and young people communicate their feelings, thoughts, and needs in a variety of ways, which may include both verbal and non-verbal communication.

Teaching must include:

Learners must identify at least four ways children or young people may communicate, such as:

- Verbal communication – talking, asking questions, or expressing feelings
- Non-verbal communication – facial expressions, gestures, body language

	<ul style="list-style-type: none"> • Behaviour – actions that may show frustration, happiness, or distress • Creative expression – drawing, play, writing, or storytelling • Digital communication – messaging or online interaction (particularly for older children) <p>Teaching could include:</p> <ul style="list-style-type: none"> • Discussion of how communication may differ depending on age and development • Case studies showing different communication methods • Activities identifying verbal and non-verbal communication
Difficult	<p>Definition:</p> <p>Some children receiving social care support may find communication difficult due to personal experiences, emotional challenges, or developmental needs.</p> <p>Teaching must include:</p> <p>Learners must describe at least two reasons communication may be difficult, such as:</p> <ul style="list-style-type: none"> • Past trauma or difficult experiences affecting trust • Emotional distress, anxiety, or fear • Speech, language, or developmental difficulties • Lack of trust in adults or professionals • Cultural or language differences <p>Descriptions should demonstrate basic understanding of how these factors may affect a child’s ability to communicate.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> • Discussion of trauma-informed communication approaches • Case study examples of communication challenges
Build Trust	<p>Definition:</p> <p>Building trust means developing safe, respectful, and reliable relationships so children feel comfortable sharing their thoughts and feelings.</p> <p>Teaching must include:</p> <p>Learners must identify at least three ways adults can build trust, such as:</p>

	<ul style="list-style-type: none"> • Listening carefully and showing genuine interest • Being honest and consistent • Treating children with respect and patience • Maintaining confidentiality where appropriate • Keeping promises and following through on actions <p>Teaching could include:</p> <ul style="list-style-type: none"> • Role-play exercises demonstrating trust-building behaviours • Discussion of professional boundaries and trust
Barriers	<p>Definition: Barriers to communication are factors that make it more difficult for children to express themselves or understand others.</p> <p>Teaching must include: Learners must identify at least three barriers, such as:</p> <ul style="list-style-type: none"> • Language differences • Speech or developmental difficulties • Emotional distress or trauma • Lack of trust in adults • Environmental distractions or noise <p>Teaching could include:</p> <ul style="list-style-type: none"> • Scenario-based activities identifying barriers • Discussion of real-life examples in social care settings
Overcome	<p>Definition: Adults can help overcome communication barriers by adapting communication methods and creating supportive environments for children.</p> <p>Teaching must include: Learners must describe at least two strategies, such as:</p> <ul style="list-style-type: none"> • Using clear and simple language • Allowing extra time for children to express themselves • Using visual aids, play, or creative activities • Creating safe and calm environments for communication • Demonstrating patience and empathy <p>Teaching could include:</p>

	<ul style="list-style-type: none">• Role-play scenarios demonstrating communication strategies• Examples of inclusive communication approaches
--	---

© NOCN March 26