

<b>Title:</b>	Supporting Children Through Social Care Processes
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	27
<b>Unique Reference Number:</b>	H/652/0231
<b>Sector Subject Area:</b>	14.1 Foundations for Learning and Life
<b>Aim:</b>	The aim of this unit is to provide learners with the skills and knowledge to be able to understand how children's social care services assess needs and plan support for children and families.
<b>Assessment Type:</b>	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
<b>Assessment Guidance:</b>	Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity. Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

## Learning outcomes

*The learner will:*

1. Be able to understand how children may enter social care services.

### Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to understand the situations that may lead to children receiving support from social care.

The learner must:

- 1.1 Describe **reasons** why children and families may need support from social care.
- 1.2 Identify situations where children may require **protection or additional support**.

2. Be able to understand assessment in children's social care.

### Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to understand how children's needs are identified and assessed.

The learner must:

- 2.1 Describe what is meant by an **assessment** in children’s social care.
- 2.2 Identify **information** that may be considered during an assessment.

3. Be able to understand how support plans help children and families.

**Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and skills to recognise how plans are used to organise support for children and families.

The learner must:

- 3.1 Describe the purpose of a **support or care plan**.
- 3.2 Identify ways support plans help improve outcomes for children.

4. Be able to understand how children’s views are included in planning.

**Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and skills to understand the importance of listening to children when decisions are made about their care.

The learner must:

- 4.1 Outline **ways** children’s views can be gathered.
- 4.2 Describe why children should be involved in decisions about their care.

**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**

**Reasons**

**Definition:**

Children’s social care provides support, protection, and guidance to children and families who may be experiencing difficulties that affect a child’s wellbeing, safety, or development.

	<p><b>Teaching must include:</b></p> <p>Learners must describe at least three reasons families may require support, such as:</p> <ul style="list-style-type: none"> <li>• Safeguarding concerns (risk of abuse or neglect)</li> <li>• Family difficulties such as financial hardship, housing instability, or parental illness</li> <li>• Children with disabilities or additional needs requiring specialist support</li> <li>• Emotional or behavioural difficulties affecting the child or family</li> <li>• Family breakdown or conflict</li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Case studies illustrating different support needs</li> <li>• Discussion of early help and preventative support services</li> <li>• Examples of community or family support programmes</li> </ul>
<p><b>Protection or Additional Support</b></p>	<p><b>Definition:</b></p> <p>Some situations place children at increased risk of harm or disadvantage, meaning additional support or protection may be required.</p> <p><b>Teaching must include:</b></p> <p>Learners must identify at least four situations, such as:</p> <ul style="list-style-type: none"> <li>• Suspected abuse or neglect</li> <li>• Unsafe living conditions</li> <li>• Domestic abuse within the household</li> <li>• Substance misuse affecting parenting</li> <li>• Serious illness or disability affecting care</li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Scenario-based learning activities</li> <li>• Discussion of safeguarding thresholds and early help services</li> </ul>
<p><b>Assessment</b></p>	<p><b>Definition:</b></p> <p>An assessment is a process used by professionals to gather information about a child’s needs, family situation, and risks in order to decide what support, or level of support, may be required.</p>

	<p><b>Teaching must include:</b></p> <p>Key points of assessment:</p> <ul style="list-style-type: none"> <li>• Information gathering</li> <li>• Understanding risk and need</li> <li>• Working with other professionals</li> <li>• Listening to the child and family</li> <li>• Decision making</li> </ul> <p>Learners should also know:</p> <ul style="list-style-type: none"> <li>• That assessments are carried out by trained professionals (e.g., social workers)</li> <li>• That the purpose is to understand the child’s needs and risks</li> <li>• That the assessment helps determine appropriate support or intervention</li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Overview of early help assessments</li> <li>• Explanation of how assessments inform care planning</li> </ul>
<p><b>Information</b></p>	<p><b>Definition:</b></p> <p>During an assessment, professionals gather information about the child, family circumstances, and environment to understand the level of support required.</p> <p><b>Teaching must include:</b></p> <p>Learners must identify at least four types of information, such as:</p> <ul style="list-style-type: none"> <li>• The child’s health and development</li> <li>• Family circumstances and home environment</li> <li>• Education or school attendance</li> <li>• Emotional wellbeing and behaviour</li> <li>• Any safeguarding concerns or risks</li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Example assessment forms or simplified frameworks</li> <li>• Case study activities exploring information gathering</li> </ul>
<p><b>Support or Care Plan</b></p>	<p><b>Definition:</b></p>

	<p>A support or care plan is a document that outlines the help and actions needed to support a child and improve their wellbeing and safety.</p> <p><b>Teaching must include:</b></p> <p>Learners must describe that support plans:</p> <ul style="list-style-type: none"> <li>• Identify the needs of the child</li> <li>• Outline the support or services required</li> <li>• Set goals or outcomes to improve wellbeing</li> <li>• Clarify roles and responsibilities of professionals</li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Example care plan structures</li> <li>• Discussion of how plans are reviewed and updated</li> </ul>
<p><b>Ways</b></p>	<p><b>Definition:</b></p> <p>Children’s views should be gathered so that their opinions, feelings, and preferences are considered when decisions about their care are made.</p> <p><b>Teaching must include:</b></p> <p>Learners must outline at least three methods, such as:</p> <ul style="list-style-type: none"> <li>• Direct conversations with the child</li> <li>• Play, drawing, or creative activities to express views</li> <li>• Advocates or support workers helping represent the child’s voice</li> <li>• Age-appropriate questionnaires or feedback tools</li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Examples of child participation techniques</li> <li>• Discussion about adapting methods for different ages or abilities</li> <li>• Role of play in advocacy</li> </ul>