**I am confident that my service is meeting the needs of the children in my care**

Evidence for Self-Assessment theme – Quality of Care and Support

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| **Examples of good practice** |
| * I know each child individually and can discuss their needs, rights and interests. * Each child has a personal plan in place which is regularly reviewed and updated. * Plans are made which take into account the ages and stages of development of the children and there is evidence in place to support this * There is clear involvement of children in the planning process. * I am knowledgeable of the Getting It Right For Every Child (GIRFEC) approach. |

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| **Reflective Questions** |
| How do I demonstrate I am meeting the needs, rights and interests of children?  Which national guidance do I use and how do I use this when assessing children’s needs?  To what extent do I involve children in decision making?  How do I use the wellbeing indicators effectively to ensure I am meeting the needs of children?  What evidence do I gather to help me assess children’s needs? |

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| **Additional evidence: If you are undertaking SVQ Social Services (Children and Young people) you may find the questions below could provide evidence of your prior learning. You should discuss these with your assessor.** | ✓ |
| How do I develop my relationships with children and key people which helps promote communication?  Promote Effective Communication PC8 |  |
| How do I show that I am paying full attention to children when listening to them?  Promote Effective Communication PC13 |  |
| What styles and methods of communication do I use and how do these meet the child’s preferences and needs?  Promote Effective Communication PC15 |  |
| How do I respond to the child in a way that shows I value and respect them?  Promote Effective Communication PC16 |  |
| If the communication methods I am using are ineffective, how do I adapt these?  Promote Effective Communication PC17 |  |
| How do I encourage the child to communicate their feelings and emotions in ways that will help me and other people to understand them?  Promote Effective Communication PC20 |  |
| How do I ensure maximum active participation from the child in updating and maintaining records and reports? Promote Effective Communication PC28 |  |
| How do I support the child to understand the records and reports concerning them?  Promote Effective Communication PC32 |  |
| What records and reports do I keep about a child which informs others about the work I have done with them? Promote Effective Communication PC33 |  |
| What is the meaning of child centred working and why is it important that I know and respect all children as individuals?  Promote Effective Communication + Promote the Development of Children and Young People + Plan and Organise Environments for Children and Families KP11 |  |
| Why are the interests and wellbeing of children of prime importance?  Promote Effective Communication + Promote the Development of Children and Young People + Plan and Organise Environments for Children and Families KP12 |  |
| How do I work with the child to carry out child centred planning, ensuring this is based on my assessment of the child’s developmental progress and my reflection on practice.  Promote the Development of Children and Young People PC13 |  |
| How do I work with the child to review and update their personal learning and development plan?  Promote the Development of Children and Young People PC14 |  |
| How do I ensure the personal learning and development plan meets the preferences, needs and abilities of individual children?  Promote the Development of Children and Young People PC15 |  |
| How do I work with the child to implement their personal learning and development plan, making sure this takes into account their preferences, needs and abilities?  Promote the Development of Children and Young People PC16 |  |
| What activities and experiences do I provide which meet the preferences, needs and abilities of the child as identified in their personal learning and development plan.  Promote the Development of Children and Young People PC17 |  |
| When it is appropriate, how do I get involved in activities and experiences designed to meet the developmental needs of the child, taking into account their preferences, needs and abilities.  Promote the Development of Children and Young People PC18 |  |
| How do I work with the child to evaluate the effectiveness of their personal learning and development plan in promoting their development?  Promote the Development of Children and Young People PC19 |  |
| How do I evaluate the implementation of the personal learning and development plan with the child?  Promote the Development of Children and Young People PC20 |  |
| How do I ensure I provide an environment that is safe for the children and that meets their individual preferences and needs?  Promote the Development of Children and Young People KP46 |  |