**I am confident I run an inclusive service which values and respects individuality, and celebrates diversity**

Evidence for Self-Assessment – Quality of Care and Support

|  |
| --- |
| **Examples of good practice** |
| * The children have a clear sense of belonging * I am aware of my own culture, attitudes and values and how they influence my practice * I plan resources and activities to support the children to consider their own identity and the identities of others |

|  |
| --- |
| **Reflective Questions** |
| How do I demonstrate I know each child’s needs and how well I meet these needs?  How well do I include all the different ages and stages of development in activities, adapting them to suit needs and making children feel included? |

|  |  |
| --- | --- |
| **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 relationships with the child and key people that promote communication? Promote Effective Communication PC8 |  |
| How do I pay full attention to the child when listening to them? Promote Effective Communication PC13 |  |
| How do I respond to the child in a way that shows I value and respect them? Promote Effective Communication PC16 |  |
| What are the legal and work setting requirements on equality, diversity, discrimination and rights? Promote Effective Communication + Promote the Development of Children and Young People + Plan and Organise Environments for Children and Families KP1 |  |
| What is my role in promoting children and young people’s rights, choices, wellbeing and active participation? Promote Effective Communication + Promote the Development of Children and Young People + Plan and Organise Environments for Children and Families KP2 |  |
| How do I work with the child to implement their personal learning and development plan, taking into account their preferences, needs and abilities? Promote the Development of Children and Young People PC16 |  |
| The meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual. Promote Effective Communication+ Promote the Development of Children and Young People + Plan and Organise Environments for Children and Families KP11 |  |
| The prime importance of the interests and wellbeing of children and young people. Promote Effective Communication+ Promote the Development of Children and Young People + Plan and Organise Environments for Children and Families KP12 |  |
| How do I work in ways that promote active participation and maintain children’s dignity, respect, personal beliefs and preferences. Promote Effective Communication+ Promote the Development of Children and Young People + Plan and Organise Environments for Children and Families KP16 |  |
| How do I work in partnership with children, young people, key people and others? Promote Effective Communication KP17 |  |
| 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 |  |
| How do I adapt my practice and the environment ensure that all the children in my care, including those with additional support needs can take part equally. Promote the Development of Children and Young People KP42 |  |
| How do I develop a consistent, caring and nurturing relationship with the children I work with? Promote the Development of Children and Young People KP43 |  |
| How do I adapt the environment to meets the child’s, parents and key people’s preferences and needs, according to their developmental stage. Plan and Organise Environments for Children and Young People PC4 |  |
| How do I ensure that the environment promotes inclusion and active participation of the child, parents and key people Plan and Organise Environments for Children and Young People PC5 |  |
| How do I promote and value diversity within the environment and range of activities provided? Plan and Organise Environments for Children and Young People PC6 |  |
| How do I adapt the environment to ensure it is equally accessible to all children Plan and Organise Environments for Children and Young People PC17 |  |