**I am confident I understand the importance of positive transitions at different stages for children**

Evidence for Self-Assessment – Quality of Care and Support

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| **Examples of good practice** |
| * I know individual children’s needs and I can demonstrate a range of support appropriate to each child during transitions. * I can effectively communicate with those involved across the child’s care and learning |

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| **Reflective Questions** |
| How well do I understand the impact of transitions on children?  What support procedures do I have I place for each child?  How well do I involve parents/carers, children and other organisations, if appropriate, in planning for transitions.  How well do I support parents/carers in managing transitions? |

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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.** | ✓ |
| The prime importance of the interests and wellbeing of children and young people. Promote the Development of Children and Young People, Plan and Organise Environments for Children and families and Promote Effective Communication KP12 |  |
| Which theories about attachment am I aware of and what is my understanding about how the impact on children? Promote the Development of Children and Young People + Plan and Organise Environments for Children and Families KP24 |  |
| What are the different transitions that children may go through? Promote the Development of Children and Young People + Plan and Organise Environments for Children and Families KP38 |  |
| 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 support the children I work with to cope with their feelings whilst positively encouraging emotional wellbeing, confidence and resilience? Promote the Development of Children and Young People KP44 |  |
| How do I support children through transitions in their lives, such as starting day care or school, moving into residential childcare, the death of a loved one and divorce? Promote the Development of Children and Young People KP71 |  |
| How do I demonstrate that I am responsive to the child’s emotions and experiences? Plan and Organise Environments for Children and Families PC22 |  |
| How do I provide support for the child, parents and key people through transition processes? Plan and Organise Environments for Children and Families PC3 |  |
| How do I implement flexible and sensitive arrangements for the new child who is settling in? Plan and Organise Environments for Children and Families PC24 |  |
| How do I provide consistent care and a stable environment for the child, according to their developmental stage, preferences and needs Plan and Organise Environments for Children and Families PC25 |  |
| What flexible routines do I promote to support the child's wellbeing? Plan and Organise Environments for Children and Families PC28 |  |
| How do I encourage the child to take responsibility for themselves and others and become more independent, according to their stage of development and needs? Plan and Organise Environments for Children and Families PC29 |  |
| How do I explain any foreseeable changes to the child's environment clearly and honestly, providing reassurance, explanations and comfort for any unforeseen changes? Plan and Organise Environments for Children and Families PC30 |  |
| Be flexible and responsive to the child's changing needs and circumstances. Plan and Organise Environments for Children and Families PC32 |  |
| How do I ensure that parents and key people receive up to date information regularly about their child’s activities and developmental progress? Plan and Organise Environments for Children and Families PC34 |  |
| How do I work in partnership with children, young people, key people and others? Promote the Development of Children and Young People + Plan and Organise Environments for Children and Families KP17 |  |