**I am confident children are involved in planning**

Evidence for Self-Assessment – Service User Participation

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| **Examples of good practice** |
| * I use a variety of methods to involve children in planning their experiences * I gather evidence to show I have responded to children’s suggestions * The children are confident about making suggestions and can direct their own play. * I can explain how my interventions in play are appropriate and help provide positive outcomes for children. |

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| **Reflective Questions** |
| How effective are the methods I use to engage children in the planning process?  How have my responses to children’s suggestions resulted in positive outcomes for children?  To what extent am I involved in children’s play and why? |

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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 work in ways that promote active participation with the children I work with? Promote Effective Communication PC1 |  |
| How do I show that I pay full attention to the child when I’m 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 |  |
| 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 + Promote the Safeguarding of Children and Young People KP16 |  |
| How do I work in partnership with children, young people, key people and others? Promote Effective Communication + Promote the Development of Children and Young People + Plan and Organise Environments for Children and Families+ Promote the Safeguarding of Children and Young People KP17 |  |
| How do I work with the child to carry out child and young person 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 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 PC 17 |  |
| Work with the child or young person 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 PC 20 |  |
| How do I reflect on and record how well my practice has impacted on positive developmental outcomes for the child? Provide some examples of this. Promote the Development of Children and Young People PC21 |  |
| How do I engage with children in ways that promote trust and active participation? Promote Children’s Wellbeing and Resilience PC1 |  |