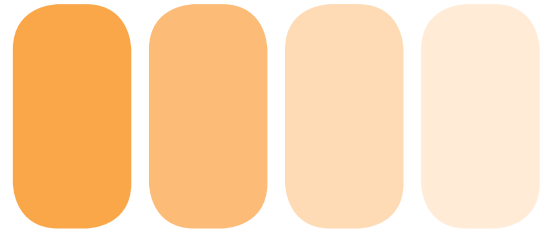


short break carers
standards and workbook



**Training, Support and Development Standards
for Short Break Carers**



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We would also like thank the members of the Shared Care Network Policy Group and the CWDC Advisory Group who have supported the development of the standards.

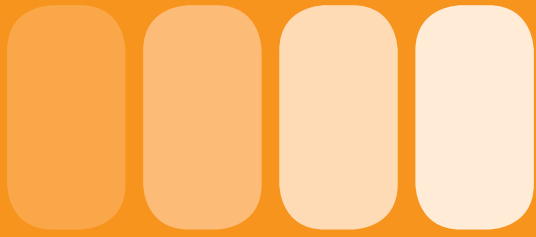
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CWDC
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introduction

Welcome to this workbook and guide to the *CWDC Training, Support and Development Standards for Short Break Carers*, produced by the Children's Workforce Development Council (CWDC) in partnership with the Shared Care Network (the national organisation for family-based short breaks). The workbook is for short break carers of disabled children and young people, and those with complex health needs.

CWDC exists to improve the lives of children, young people and their families and carers by ensuring that all people working with them have the best possible training, qualifications, support and advice.



The government has recently launched a major initiative, with additional funding for short breaks, as part of its Aiming High for Disabled Children programme targeted at transforming the short breaks service for disabled children, young people and their families. This initiative is intended to expand the number of children receiving short breaks and the number of placements for children and young people with complex health needs and those with challenging behaviour.

The support which short break carers give makes a real difference to the lives of disabled children, young people and their families. The standards have been introduced to ensure that all short break carers will have the best possible training, information and support.

The standards for short break carers

These standards have been adapted from CWDC's Training, Support and Development Standards for Foster Carers, to reflect the distinct role of the short break carer in providing short periods of care specifically for children and young people who are disabled or have complex health needs. It is recognised that many children and young people with complex health needs also have significant impairments. However, in situations where this is not the case, some of the specific outcomes may not apply or will need to be adapted to make them relevant.

The standards set out clearly what short break carers should know, understand and be able to do, and are 'proportionate' to the role and tasks of the short break carer.

The standards

The Training, Support and Development Standards for Short Break Carers provide a structured approach to the assessment and training of short break carers, covering their preparation and assessment and the 12 months following their approval as carers or from taking up their role. They will help to ensure that carers are safe to take on the appropriate level of responsibility for the disabled children and young people in their care. They will assist supervisors and managers in assessing the skills, knowledge and experience of carers, and in identifying their training and development needs.

The standards are underpinned by the principles and values statement, which applies to anyone who works with children, and the UN Convention on the Rights of the Child.

Please refer to the pull-out section at the back of this publication.

At the point of publication (June 2009,) the standards are to be used by new and existing short break carers of disabled children and young people, including those with complex health needs, who provide day or overnight stays primarily in the carer's home and whose placements are regulated by the Fostering Services Regulations 2002.

Providers of services are also encouraged to consider using the standards to support the professional development and training of other groups of short break carers whose placements are not regulated by the Fostering Services Regulations 2002.

Short break carers approved under the Fostering Services Regulations 2002 will be expected to work towards the standards from June 2009. New carers will be expected to complete the standards within 12 months of approval, and existing short break carers by April 2011.

The workbook

The workbook explains what the standards are and how you can show that you have met each standard. Short break carers who have previous experience of working with children and young people can use their prior learning and experience as evidence to show that they can meet the standards. You will also be able to provide evidence of learning from your preparation training and assessment for becoming a short break carer.

Experienced carers who may also be qualified in a care-related or similar

field (eg care work, nursing, schools, relevant degree or diploma), or who have relevant NVQ units, still have to complete the standards as they are tailored to the short break role. You can use your qualifications and experience as evidence against specific outcomes in the standards.

Your supervisor* will help you complete the workbook and will sign off each standard when you have provided sufficient evidence to meet the standard.

When you have completed all the standards you will receive the CWDC Certificate of Successful Completion.

*We have used the term 'supervisor' throughout the workbook, but you may be more familiar with 'supervising social worker', 'link worker' or 'support worker'.

Definitions

The term 'disabled children and young people' is used throughout the standards to refer to children or young people who may have physical, sensory or cognitive impairments that affect the way in which they relate to the world around them. Society creates many barriers which disable this group of children and young people and prevent them from participating in a valued life. Many disabled children and young people will need varying amounts of support to ensure that they can interact with their environment and achieve the same five outcomes as all children.

An increasing number of disabled children also have complex health needs and require care which is invasive, or they will be dependent on 'technology' in order to maintain their optimum health (for example, children who are tube-fed, use ventilators or require procedures such as intermittent catheterisation). Some children with complex health needs may not have an impairment but will require support in order to access activities and community facilities.

Definitions provided by Jeanne Carlin, Independent Disability Consultant



how to use
this workbook

Summary

Each standard begins with a summary that tells you what the standard covers and what you will be expected to know and be able to do.

Main area

This indicates the main area of knowledge and practice that you will need to cover under each of the standards.

Outcomes

These are the pieces of knowledge or skills that you have gained. You will need to provide evidence that you meet each of these outcomes.

Evidence

You should enter a summary of the evidence that you have collected to meet a particular outcome in the evidence box. Try to keep these entries short. It is good practice to keep a portfolio ring binder that contains your evidence for easy reference. Evidence can include certificates from training you have undertaken, supervision notes, witness statements, records of observation (either you recording something you have observed or a colleague observing you at work), testimonials or references from current or previous employers or service users, reflective logs (something you have written reflecting on a piece of work you have done), reports or records you have written, videos or photos.

You can draw on your previous life, caring and work experience as evidence of your knowledge and skills. Most importantly, you should also enter your own descriptions of examples from your current work as a short break carer. See the exemplar standards 2.1 and 3.1 of completed worksheets which illustrate the breadth and depth of knowledge and skills expected. These are not intended to be prescriptive of how you should present your evidence.

Sample questions and activities

These are examples of the sort of questions or activities that will help you

check your knowledge and what you can do against the outcomes. Your supervisor may ask you questions in order to check your understanding, or you may prefer to write out your own response first to share with them. These questions are designed to help you gather the evidence needed, and you do not have to use the questions if you already have sufficient evidence to demonstrate that you have met a particular outcome. It is not intended that you have to write exam-type answers to these questions. If you have a specialist role, your supervisor may identify similar questions or activities that fit better with what you do.

Induction plan

When you start work on the standards, you should draw up an induction plan with your supervisor, writing down what you are going to do and find out, and what evidence you are going to collect to prove you are able to meet the outcomes. For experienced short break carers, this will be a case of gathering all your evidence together and identifying any gaps. New short break carers will also have lots of evidence from previous experience and learning, and information acquired during their preparation or induction training and assessment. Carer and supervisor should agree a timetable for completion of the standards. Your induction plan should be full of actions (ie things you are going to do or learn to prove you meet the standards).

Useful sources of learning materials could include:

- material from the welcome-pack you have been given by your agency
- your handbook or manual
- any other policy and procedure documents you have been given
- preparation or induction training materials (eg Skills to Foster)

A list of resources and useful links is included at the back of the workbook.



what to expect from your agency

The agency you work for has a duty to arrange for you to learn about the different areas within the standards, to make sure you know enough to meet the outcomes for each area. Your agency will also provide you with learning opportunities and support through your supervisor, a mentor or training officer.



Before you are approved as a short break carer, your agency should arrange for you to attend preparation training, and you will also learn a lot about what your caring role entails during your assessment.

Within six weeks of your approval, your supervisor should induct you into the short breaks service and talk to you about the standards.

It is helpful at this stage to draw up an induction plan to look at what knowledge and skills you already have and where you may need additional training or learning activities.

Your supervisor will advise you on what training and learning support is available and agree with you how you are going to complete the standards.

Assessing your knowledge and skills against the standards

There are different ways to learn new things. Sometimes it is better to find information by reading, going online or attending a training course; sometimes better to watch someone else do a task; sometimes better to talk about ideas with other people, and so on.

Different people learn best in different ways. Most people prefer a mix of activities which could include:

- one-to-one discussion
- distance learning
- guided reading
- shadowing
- training programmes
- videos, DVDs
- e-learning
- structured use of supervision
- mentoring by a more experienced carer
- use of reflective diaries
- support groups

Together with your supervisor, you will decide what learning activities suit you best, and how you are to be assessed.

You may be assessed by:

- your supervisor observing how you do your work as a carer
- answering the questions or undertaking the tasks in the workbook
- showing examples of work you have done (eg your carer's diary or log, recording or reports). If you are using this type of evidence, remember to protect the confidentiality of children, young people and their families
- talking about things you have read or done
- reflecting on the knowledge and skills you have used in your everyday caring role
- having evidence of previous learning (eg certificates) and showing that you still have the knowledge and skills from the learning

Assessment is not an exam. If you are not able to show your supervisor that you have fully understood any area of the standards, they may need to set up further training or learning opportunities for you.

Evidencing knowledge and skills

The following words are used in the workbook:

Be aware of – know that something exists. For example, the importance of routines for children, and what is involved, at a general level rather than in detail.

Know/know how to – have a clear and practical understanding of an area of work, with enough detail to be able to carry out any tasks or procedures linked with it.

Recognise – understand a concept (such as equal opportunities) and how it affects the way work is carried out in practice.

Show/demonstrate/be able to/identify – (examples of 'doing' words) – be able to provide practical evidence of an area of work (eg in communication) at a skill level appropriate to the role.

Understand – grasp both the meaning of a concept and its broad purpose and principles (such as with child development, policies).





principles and values statements

The same principles and values underpin all the induction standards for staff and carers who work with children, young people and their families.



1. Principles

The welfare of the child or young person is paramount.

Carers contribute to children and young people's care, learning, development, and safeguarding; this is reflected in every aspect of practice and service provision.

Carers support parents and families who are partners in the care, learning, development, and safeguarding of their children, recognising they are the child or young person's first and, in most situations, most enduring carers and educators.

Carers are integral to the team supporting children and young people.

2. Values

The needs, rights and views of the child or young person are at the centre of all practice and provision.

Individuality, difference and diversity are valued and celebrated.

Equality of opportunity and anti-discriminatory practice are actively promoted.

Children and young people's health and well-being are actively promoted.

Children and young people's personal and physical safety is safeguarded, whilst allowing for risk and challenge, as appropriate to the capabilities of the child or young person.

Self-esteem and resilience are recognised as essential to every child and young person's development.

Confidentiality and agreements about confidential information are respected as appropriate, unless a child or young person's protection and well-being are at stake.

Professional knowledge, skills and values are shared appropriately in order to enrich the experience of children and young people more widely.

Social inclusion and advancement of children and young people are actively promoted as specified in the UN Convention on the Rights of the Child.



standard one

understand your role
as a short break carer



Summary

This CWDC standard sets out what you are expected to know about the principles and values underpinning your work with children and young people, and how you should put them into practice. You will be expected to show that you understand how to promote these values and put them into practice in a way that supports and respects diversity. You should also show that you have an understanding of the social model of disability.

The child or young person should be at the centre of all our work. This approach is the key to achieving the successful outcomes for each child or young person set out in Every Child Matters.

You will have a good understanding of your role and responsibilities as a short break carer. You will also be expected to know what constitutes good practice in

working with disabled children and young people, and how to put into practice the policies and procedures of your agency. You will be expected to know how to work with families and carers, with colleagues in your short breaks service and other agencies involved in the care, health and education of the children and young people you care for.

Main areas

- 1.1 Principles and values for working with children and young people
- 1.2 Equality, inclusion and anti-discriminatory practice
- 1.3 The role of the short break carer
- 1.4 Policies, procedures and good practice for the short break role

Standard 1: understand your role as a short break carer

1.1 Principles and values for working with children and young people

1.1a Understand the principles and values essential for caring for children and young people.

1.1b Demonstrate how your care relates to the five Every Child Matters outcomes.

Sample questions and activities

- What principles do you think are important in caring for children and young people? Check them against the principles and values set out in this workbook.
- Give an example of treating children and young people: a) with respect and b) as an individual. Find some evidence from your work or ask for feedback.
- For each of the five Every Child Matters outcomes (outlined below), give an example of how your care can help the child or young person achieve this outcome.

Be healthy	
Stay safe	
Enjoy and achieve	
Make a positive contribution	
Achieve economic well-being	

You may find it helpful to look at the Outcomes Framework in the *Aiming High for Disabled Children Implementation Guidance* which makes the Every Child Matters outcomes more relevant to disabled children and young people.

www.everychildmatters.gov.uk/ahdc

You may find it difficult to give examples of ‘helping a child or young person achieve economic well-being’.

Evidence (summarise your evidence below)

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1.2 Equality, inclusion and anti-discriminatory practice

1.2a Know about the different types of prejudice and discrimination that can affect children and young people.

1.2b Understand why it is important to provide care which respects and preserves each child or young person's ethnic, religious, cultural and linguistic background, and sexual orientation.

1.2c Understand the social model of disability and how society creates barriers to inclusion for disabled people. **Demonstrate** a positive attitude towards impairment and a willingness to challenge discrimination.

1.2d Show how you might respond to discrimination directed at a disabled child or young person.

Sample questions and activities

- Give three examples of prejudice or discrimination that might affect a disabled child or young person that you look after and say what the effect might be.
- How can you, as a carer, support children and young people so that they can deal with any discrimination that they may face and overcome the barriers to inclusion?
- How would you deal with discrimination shown against a child or young person (eg bullying or name calling, or exclusion from activities)?
- Give an example of how you have explained the child or young person's impairment, or the care and support they require, to other children or adults in a way which promotes a positive image of disability.
- Why is maintaining a positive sense of a child's identity important, regardless of their ability to understand?
- Where can you get advice about the care needs of a child who has a different racial, cultural or religious background or sexual orientation from your own?
- Explain what is meant by the social model of disability and how society creates barriers which 'disable' children.
- Describe the individual needs of a child or young person that you look after.
- You can use learning from your disability awareness training as evidence.

Evidence (summarise your evidence below)

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1.3 The role of the short break carer

1.3a Understand your role as a short break carer and to whom you are responsible.

1.3b Understand your role as part of the short break service working with the child or young person, and how you contribute to their development.

1.3c Be able to work in partnership with families and **understand** the pressures of caring for a disabled child or young person.

1.3d Be able to work in partnership with staff from the other organisations that support the child or young person and their family.

Sample questions and activities

- Describe your role and responsibilities as a short break carer. Pick out what you think are the three most important aspects of your job and also what you find most challenging. Be prepared to discuss with your supervisor.
- Evidence a contribution which you made from your experience or observations at the child or young person's planning or review meeting.
- Draw a diagram of the people supporting a child or young person that you look after and their responsibilities. Put the child or young person at the centre (don't forget to include yourself!). Have you included your supervisor?
- What do you do to ensure that you maintain good working relationships with a child's family? *Ask for feedback.*

Evidence (summarise your evidence below)

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1.4 Policies, procedures and good practice for the short break role

1.4a Understand how to apply your agency's policies, procedures and good practice relevant to short break carers.

1.4b Understand the importance of confidentiality and how it applies in your work.

1.4c Know how to make a complaint on your own behalf or on behalf of the children and young people you care for.

Sample questions and activities

- Give an example of good practice from your work as a short break carer.
- Why is it important to follow policies and procedures?
- Read through two policies of your agency and be prepared to explain to your supervisor how they affect your work.
- What does 'confidentiality' mean to you? Think of an example of when you might share information given to you about a child or young person, and one where you have needed to be selective about who the information was shared with.
- How would you go about making a complaint on your own behalf or on behalf of a child or young person you care for?
- How can you reduce the risk of a complaint or allegation being made against you or a member of your family?

Consult your agency's manual or handbook.

Good practice means using proven and recommended methods of care.

Policies set out the general rules about the way things should be done and the standards that are expected.

Procedures set out the exact steps that should be taken to get something done.

Evidence (summarise your evidence below)

Name of supervisor:

Signature of supervisor:

Date this standard signed off:



standard two

provide a safe environment
and healthy care



Summary

This standard is about the things you need to know to do your job as a short break carer safely, and not to put yourself, your family or the children and young people you look after in danger. You will be expected to understand health and safety requirements as they apply to your role.

It is also about providing 'healthy care', promoting healthy lifestyles and meeting the health-care needs of disabled children and young people, and those with complex health needs, including administration of medication or undertaking clinical procedures after training from a health professional.

You will be expected to know what to do in case of accidents or illness, including what action to take in emergency situations. You will be required to undertake basic first aid training. You may also need additional specialist training to equip you to care for a specific child; for example, in how to use equipment and aids safely, and in moving and handling.

You will be expected to provide personal care that respects the privacy, respect and dignity of the child or young person.

You will be expected to assess potential risks and understand how to manage challenging behaviour in line with guidance, training and support provided by your agency.

Main areas

- 2.1 Health and safety
- 2.2 Healthy care, medication and clinical procedures
- 2.3 Personal care
- 2.4 Personal safety and managing risk

Standard 2: provide a safe environment and healthy care

2.1 Health and safety

2.1a Know your responsibilities under your agency's procedures for the health and safety of children and young people in your care.

2.1b Demonstrate how you keep your home safe, secure and free of avoidable hazards, and that you maintain a good standard of hygiene and cleanliness.

2.1c Know what to do in case of a fire.

Sample questions and activities

- What agency procedures must short break carers follow to ensure the health and safety of children and young people they care for? Read the relevant section in your manual or handbook. Find your latest health and safety checklist.
- What precautions should you take in relation to:
 - electrical safety
 - hazardous substances (eg bleach, pesticides)
 - play equipment
 - disposal of hazardous waste?
- How do you prevent the spread of infections in your home?
- If you have not already done so, make a 'fire plan' to ensure everyone knows what to do if there is a fire when a child is in placement, and talk about this with all the family.

Evidence (summarise your evidence below)

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2.2 Healthy care, medication and clinical procedures

2.2a Understand what ‘healthy care’ means for the physical, mental, emotional and sexual health of children and young people.

2.2b Be aware of the child or young person’s health-care needs and the implications for their care (including hygiene needs, allergies and infection control procedures).

2.2c Be aware of the child or young person’s moving and handling plan, and the implications for their care (if applicable).

2.2d Successfully undertake specific training in clinical procedures and carry them out in accordance with the training (if required).

2.2e Know how to administer medication safely, implement health-care plans, and **understand** the importance of obtaining consent; and **know** in what circumstances to contact those with parental responsibility.

2.2f Know how to use equipment and aids safely and be willing to undertake any relevant training.

2.2g Know how to carry out basic first aid, and when and how to access emergency medical treatment.

2.2h Know what records to keep of a child’s health and administration of medication in line with agency procedures and medical advice.

Sample questions and activities

- Find your first aid certificate and ensure your training is up to date.
- Give three examples of how you provide ‘healthy care’ for the children and young people you look after.
- How do you find out about the individual needs, allergies and medication of the children and young people in your care? What is your role in meeting these needs?
- How do you encourage children and young people in your care to maintain their physical care and diet, exercise choice and develop independence in their self-care?
- Briefly describe an example where you have successfully dealt with a difficult situation in meeting the care needs of a disabled child or young person.
- Where a child or young person has moving and handling needs, provide evidence that you are familiar with the moving and handling plan, have been trained, and are carrying out what you have learnt when caring for the child or young person.
- Where a child or young person has invasive care needs, provide evidence that you are familiar with the health-care plan, have been trained, and are carrying out what you have learnt when caring for the child or young person.
- Read the relevant guidance covering medication and health-care procedures. Are you clear what you can and cannot do, and when you would ask for help? Ask your supervisor for guidance if you do not have it.
- If you are administering medication or carrying out health-care procedures, what records should you keep?

Evidence (summarise your evidence below)

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2.3 Personal care

2.3a Be able to provide personal and intimate care, in line with agency guidelines, which respects the rights of children and young people to privacy, respect and dignity, and encourages their independence.

2.3b Be able to provide care which is responsive to the specific needs and impairments of the children and young people you look after and respects their right to make choices.

Sample questions and activities

- Describe the skills you use in the personal care you give to one of the children or young people you look after (eg help with eating, mobility, toileting, behaviour).
- What do you do to ensure that the child or young person is treated with dignity and respect whilst you are carrying out personal care tasks?
- What consideration do you need to give to the safety of the public if you are out in the local community, and how would you manage this risk?
- If you are administering medication or carrying out health-care procedures, what records should you keep?

Evidence (summarise your evidence below)

A large empty rectangular box with a blue border, intended for summarizing evidence.

2.4 Personal safety and managing risk

2.4a Understand potential risks to the safety of yourself and your family, and know what you can do to reduce and manage the risks.

2.4b Be aware of the range of challenging behaviours which may be presented by children and young people, and know how to manage challenging behaviour in a way that is both safe and respectful while in accordance with the child or young person's behaviour management plan, where one exists.

2.4c Identify examples of risks to the personal safety of children and young people, and **know** how to access information and training, and the appropriate action to be taken to reduce the risk.

Sample questions and activities

- Give an example of a potential risk to yourself or your family arising from your work as a short break carer, and say what you could do to minimise the risk.
- List some ways you can encourage positive behaviour – think of examples that have been successful.
- Describe the diversionary or de-escalation strategies that you have used and that have worked with a child or young person with challenging behaviour.
- Describe how you work with other key people to maintain consistency in how a child or young person's behaviour is managed.

Evidence (summarise your evidence below)

Name of supervisor:

Signature of supervisor:

Date this standard signed off:



standard three

communicate effectively



Summary

This standard is about developing your communication skills for working with disabled children, young people and their families, as well as with other professionals. These are fundamental skills for short break carers and are needed to achieve all the other standards.

You will be expected to show that you understand about communication, what helps and what hinders communication, and how to communicate effectively.

You will be expected to know about and use different forms of communication, both verbal and non-verbal, to enable you to communicate with the child or young person using their chosen method of communication.

You will be expected to understand the importance of good record keeping and how you can make, use and keep records properly. You will be expected to find out and record the child or young person's views and feelings about their short breaks service.

Main areas

- 3.1 Communicating with children and young people
- 3.2 Communicating with parents/carers and organisations
- 3.3 Record keeping

Standard 3: communicate effectively

3.1 Communicating with children and young people

3.1a Use and be willing to undergo training in the child or young person's preferred method of communication, and **demonstrate** that you respond appropriately.

3.1b Show how you enable disabled children and young people to make their own decisions and exercise choice.

3.1c Demonstrate an ability to advocate on behalf of disabled children and young people.

Sample questions and activities

- How would you show a child or young person that you were interested in their wishes and feelings?
- Ask someone who regularly sees you with a child or young person to give written feedback about the way you communicate with them, or you could ask the child or young person themselves.
- How would you communicate with a child or young person who found it difficult to express their wishes and feelings, or whose first language was not English? Give an example from your own experience.
- Identify three different ways in which you would encourage and empower disabled children and young people to make their own decisions.
- Identify where you could get relevant and useful information, resources and training to help you communicate with the child or young person.
- Give evidence of any courses you have attended or one-to-one training sessions to learn about the child's preferred method of communication.
- Give examples of non-verbal tools or methods you use to communicate with the child (eg symbol boards; Pecs pictures).

Evidence (summarise your evidence below)

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3.2 Communicating with parents/carers and organisations

3.2a Be able to communicate effectively with parents and carers and raise any concerns in an appropriate way.

3.2b Be able to communicate effectively with other organisations which are involved with disabled children and young people.

3.2c Be able to communicate effectively with your supervisor.

Sample questions and activities

- What skills do you have for effective communication with other adults? You could ask for feedback from a parent or your supervisor.
- If you had to raise a sensitive subject with a parent or carer, how would you go about it? Provide evidence from your own experience if available.
- Give an example of an agency you work with. What was the purpose of the work and how did it benefit the child or young person?
- What agencies might you have to contact in relation to the children you care for, and does their involvement benefit the child?
- What sort of things is it important to share with your supervisor?

Evidence (summarise your evidence below)

A large empty rectangular box with a thin black border, intended for summarizing evidence.

3.3 Record keeping

3.3a Be able to keep accurate written records in line with your agency's requirements and to use a variety of materials to record progress and achievements in line with the Every Child Matters outcomes.

3.3b Be able to gather and record the child or young person's views and feelings about their short breaks placement in line with their chosen method of communication.

Sample questions and activities

- Make a list of what you need to record and state why your records might be needed in the future.
- Examine a report or a record that you have written. Is it understandable, relevant, factual, clear and concise? Is it dated and signed? Does it distinguish between fact and opinion?

Ask for feedback from your supervisor – you can use their comments as evidence.

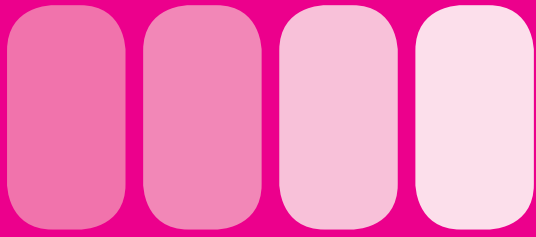
Use examples of your records or your carer's diary as evidence.

Evidence (summarise your evidence below)

Name of supervisor:

Signature of supervisor:

Date this standard signed off:



standard four

understand the development
of children and young people



Summary

This standard sets out what you need to know about the development, behaviour and special needs of the children and young people you look after.

You will be expected to show that you understand the stages of child and adolescent development.

You will be expected to know how a child's disability or health condition can affect their development, and to understand how to support a child or young person who is disabled, has a disabling health condition or special educational needs.

You will be expected to understand your role as a short break carer in supporting children and young people in their learning and development.

You will be expected to know how to promote positive sexual health and sexual identity.

Main areas

- 4.1 Child and adolescent development
- 4.2 Needs of disabled children and young people, and those with complex health needs

Standard 4: understand the development of children and young people

4.1 Child and adolescent development

4.1a Demonstrate a basic understanding of child and adolescent development and the developmental needs of children and young people.

4.1b Understand the difference between chronological age and stages of development, and how this may affect a disabled child or young person.

4.1c Be able to work with disabled children and young people in developing independence, self-confidence, resilience and self-esteem.

4.1d Understand the importance of transitions in the life of disabled children and young people and your contribution to the transition process.

Sample questions and activities

- What are the main developmental stages a child goes through from birth to adolescence? A developmental chart can be found in the Skills to Foster training pack or on www.ask-nanny.com/child-development.html
- List what you think are the priority needs of all children to help them grow into healthy and fulfilled adults.
- Think of a disabled child or young person you look after. How far do you see their needs as being similar or different from those of others of a similar age?
- Give an example of how you encourage a child to have a positive view of themselves.
- How can you help a young person to develop their independence skills and learn to exercise choice?
- If you look after older children, what could you do to ensure that a disabled young person's transition* into adulthood is a positive experience?

* *'Transitions' are milestones in children's lives – some are general, some are individual – such as starting school, puberty, leaving school, moving out, transferring to adult services.*

Evidence (summarise your evidence below)

[Empty box for summarising evidence]

4.2 Needs of disabled children and young people, and those with complex health needs

4.2a Know how to promote the child or young person's independence (as far as is possible) in all aspects of their life.

4.2b Know how to encourage disabled children and young people's participation and ensure inclusion in play, activities and learning.

4.2c Show that you provide age-appropriate activities and experiences both within and outside of the home to take account of the child or young person's disability.

4.2d Be aware of the importance of providing safe and predictable routines for disabled children and young people.

4.2e Understand how to enable disabled children and young people to develop a positive sexual identity regarding their own sexuality.

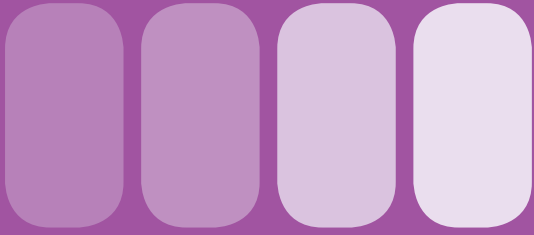
Sample questions and activities

- Give examples of when you have encouraged a child or young person to take part in activities. How did you ensure it was fun and positive?
- Give an example of how you have contributed to a child or young person's development.
- How have you adapted activities to enable a child or young person to take part?
- Describe how you might go about enabling a disabled child or young person to take part in a youth or community activity that did not appear to cater for their disability.
- Some children and young people require clear and predictable routines. How would you adapt your household routines to accommodate a child or young person who needs consistency and finds change difficult?
- What help do disabled children and young people need to develop their sexual identity in positive ways?

Evidence (summarise your evidence below)

[Empty box for summarising evidence]

Name of supervisor:
Signature of supervisor:
Date this standard signed off:



standard five

keep children and young
people safe from harm



Summary

This standard sets out what you need to know and to do to keep children and young people safe and to protect them from harm or abuse.

Disabled children and young people are at an increased risk of suffering significant harm, and the presence of multiple disabilities appears to increase the risk of both abuse and neglect.

You will be expected to show that you understand the local safeguarding policies and procedures for protecting children.

You will be expected to show that you are aware of the signs of possible abuse or neglect and what to do if you suspect that a child or young person is being abused or neglected.

You will be expected to know what to do if you have concerns about a child or young person's welfare, instances of malpractice, negligence or unprofessional behaviour.

You will be expected to know how to promote positive sexual health and sexual identity.

Main areas

- 5.1 Safeguarding policies and procedures
- 5.2 Keeping children safe
- 5.3 Recognising and responding to abuse
- 5.4 Whistle-blowing (reporting failures in duty)

Standard 5: keep children and young people safe from harm

5.1 Safeguarding policies and procedures

5.1a Be aware of your local multi-agency safeguarding policies and procedures on identifying and protecting children and young people who have been abused or are at risk of abuse.

5.1b Know your responsibilities as a short break carer for protecting and safeguarding children, and how to follow your agency's procedures on reporting concerns on child protection issues.

Sample questions and activities

- What are the procedures for protecting children in your area?
- Describe your responsibilities as a short break carer for protecting and safeguarding children.
- If you have attended your local multi-agency safeguarding children training, you can use this as evidence.

Evidence (summarise your evidence below)

A large empty rectangular box with a thin black border, intended for summarizing evidence.

5.2 Keeping children safe

5.2a Be able to create a safe environment for children and young people.

5.2b Know how to help children and young people keep themselves safe from harm or abuse.

5.2c Develop, maintain and implement 'safer caring' guidelines for you and your household, and provide care that minimises the risk of allegations.

Sample questions and activities

- Why are disabled children and young people more at risk of suffering significant harm and more vulnerable as a result of their disability?
- Write down three examples of what children and young people need to be kept safe, and how you can provide them.
- In what ways could a child be unsafe in your home, and what action do you need to take to minimise these risks?
- What messages do you need to give to children and young people to help them keep themselves safe?
- Check that you are applying your 'safer caring' policy or plan in your family. If you do not have one, draw one up with your supervisor.
- If you have attended your local multi-agency safeguarding children training, or disability-specific child protection training, you can use this as evidence.

Evidence (summarise your evidence below)

A large empty rectangular box with a thin black border, intended for summarizing evidence.

5.3 Recognising and responding to abuse

5.3a Understand the different ways in which children and young people can be harmed with particular regard to factors that make disabled children and young people more vulnerable to abuse. Different types of abuse are:

- physical abuse
- emotional abuse
- neglect
- institutional abuse
- bullying
- sexual abuse
- exposure to domestic violence
- altering growth/failure to thrive
- self-harm
- the internet

5.3b Know about the signs and indicators of possible abuse and neglect and how these relate to disabled children and young people.

5.3c Understand how disabled children and young people might be bullied and know what action to take if you suspect a child is being bullied.

5.3d Know what action to take if you suspect a child or young person is being abused or neglected and when immediate action may be necessary to ensure their safety.

Sample questions and activities

- Attend your multi-agency safeguarding training or read up on child abuse and neglect. Be prepared to talk about what you have found out with your supervisor.
- In what ways are disabled children and young people more at risk of abuse, and how can you deal with these additional concerns?
- What signs might you notice that would suggest that a child or young person had been harmed? Choose two areas of child abuse or neglect (see left) and write down as many possible signs as you can think of. What additional factors may you need to take into account for a disabled child or young person?
- In what ways might a child or young person be bullied? In what ways are disabled children more vulnerable to bullying? If you suspect a child or young person is being bullied, what action would you take?
- If a child or young person were at risk of harm, what action would you take to protect them? How would this be different in and outside office hours?

Evidence (summarise your evidence below)

A large empty rectangular box with a thin black border, intended for summarizing evidence.

5.4 Whistle-blowing (reporting failures in duty)

5.4a Know your agency's policies and procedures on reporting concerns on child protection issues and unsafe practice of others, and what to do when you do not get a satisfactory response from your own or other organisations.

Sample questions and activities

- Read through the whistle-blowing policy of your agency.

Ask your supervisor for a copy if you do not have one available.

- Who would you report your concern to and what would you do if you did not get a satisfactory response?

Evidence (summarise your evidence below)

Name of supervisor:

Signature of supervisor:

Date this standard signed off:



standard six

develop yourself



Summary

This standard is to help you make the most of the support and development opportunities that are available to you. This is important for developing your skills as a short break carer, for your own well-being, and to help you provide the highest standard of care.

You will be expected to show that you know how to access and use the support and supervision provided by your agency.

You will be expected to show that you are committed to improving your practice as a short break carer through training opportunities and continuing professional development.

You will be encouraged to think about how you can develop your role, either by remaining as a carer or through other career opportunities.

Main areas

6.1 Using supervision and support to develop your role as a short break carer

6.2 Personal development

Standard 6: develop yourself

6.1 Using supervision and support to develop your role as a short break carer

6.1a Understand the purpose of your personal supervision and how to make the best use of it.

6.1b Know what support is available to you and the importance of asking for help and advice.

Sample questions and activities

- What is the purpose of supervision and how can it help you?
- Review your supervision arrangements with your supervisor to ensure that your support needs are being met.
- Give an example of when you have sought help – who did you ask and how did they help you?
- What would you do if you needed support out of hours?

Evidence (summarise your evidence below)

A large empty rectangular box with a thin black border, intended for summarizing evidence.

6.2 Personal development

6.2a Be willing to take advantage of training and development opportunities to develop your knowledge and skills further.

Sample questions and activities

- Give examples of training or other learning activities (eg support groups, books, internet) that you have undertaken or would be helpful to you.
- Ensure that you have a personal development plan.

Evidence (summarise your evidence below)

Name of supervisor:

Signature of supervisor:

Date this standard signed off:



exemplars
standards 2.1 & 3.1



Exemplar

Standard 2: provide a safe environment and healthy care

2.1 Health and Safety

2.1a Know your responsibilities under your agency's procedures for the health and safety of children and young people in your care.

2.1b Demonstrate how you keep your home safe, secure, free of avoidable hazards and that you maintain a good standard of hygiene and cleanliness.

2.1c Know what to do in case of a fire.

2.1a

We have read our agency procedures and have completed a safe care plan.

We have both completed a basic first aid course and I have attended a safeguarding course.

Y has a placement plan and once, when his father, who lives apart but sees him regularly, called to collect him, we phoned his mother to check that this was OK. We also talked to our support worker about this and she spoke to Y's mother and father.

Y's mother wrote to confirm that she wanted the plan changed so his father could collect Y and she agreed to always tell us who was collecting Y in the future. Our support worker told us Y's mother was delighted that we were so diligent and his father also understood our actions. This is recorded in our supervision notes and these also provide evidence for 5.2c.

2.1b

During our assessment, we completed a health and safety checklist and we reviewed this with our support worker before our first review.

After completing this checklist, we moved the storage of bleach and other cleaning materials to our outdoor cupboard that we always keep locked – the key is kept out of the reach of children. We also put a padlock on the back gate and we keep all the garden tools locked away in our shed.

When our first placement was identified, we received information about Y and during the introductions we talked regularly with his family. We also received a risk assessment about Y that said that he will break ornaments, so before he visits we make sure that there is nothing within reach that could present a hazard. We also put plug guards on all our plugs and have bought some plastic cars like he has at home that are safe and durable.

Y is still in pads and, after changing him in the bathroom on his changing mat, we put the pad and wipes in a nappy sack which we then put in the outside bin. We then wash the changing mat down and make sure that Y and the person changing him wash their hands.

2.1c

We check our smoke alarms every month to make sure they work and, before our first carers' review, our support worker watched as we checked the smoke alarms.

As a family, we wrote a fire plan and agreed that if there is a fire at night when we have a child staying, I will take responsibility for the child. My partner will wake our own children and also phone the fire service.

Exemplar

Standard 3: communicate effectively

3.1 Communicating with children and young people

3.1a Use, and be willing to undergo training in, the child or young person's preferred method of communication, and **demonstrate** that you respond appropriately.

3.1b Show how you enable disabled children and young people to make their own decisions and exercise choice.

3.1c Demonstrate an ability to advocate on behalf of disabled children and young people.

3.1a

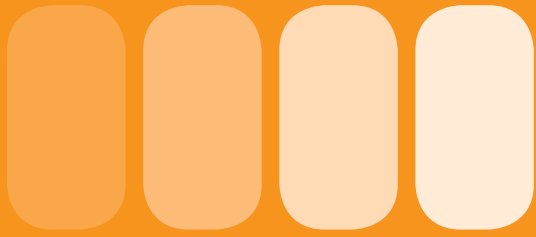
1. In 2008, I attended a Makaton course at the school where I work as a learning support assistant.
2. Once a term, I meet with the class teacher and a speech and language therapist where we talk about the progress of each child. I have also contributed to making communication passports for the children in the class.
3. When we were introduced to X, we took pictures of our home and family to add to her communication passport.
4. During introductions, I spent time with X and her family to learn her chosen method of communication. I got to know her individual signs and I took pictures of her family, home and pets. We keep these pictures at our home to use as communication tools.

3.1b

1. X always brings her communication passport when she stays with us.
2. In the morning, we use laminated photos of the different activities available with X, who will choose what she wants to do during the day. We then use this plan throughout the day to explain to X what is going to happen next.
3. At breakfast, we put 3 cereal boxes on the table so she can choose her breakfast. We also do the same with juice and we have checked with her family to make sure they are all things that she likes. We have learnt that X finds it hard if she has more than 3 choices and so limit her choices to make sure it is meaningful.
4. On non-school days, we give her a choice in what she wants to wear by putting a selection of clothes on her bed; X will then point to what she wants to wear during the day.

3.1c

1. We regularly go swimming with X. On one occasion, a pool attendant complained about the noise X was making. I saw the manager and suggested that he arranged some training for his staff. He was very unhelpful and, after talking with her family and my support worker, I wrote a letter of complaint to the council. I will write again if I do not get a satisfactory response.



useful
websites and
organisations

Useful websites

- Materials from Department of Children, Schools and Families websites
www.everychildmatters.gov.uk
- Department for Children, Schools and Families
www.dcsf.gov.uk
- Every Disabled Child Matters
www.edcm.org.uk

Organisations

Shared Care Network

www.sharedcarenetwork.org.uk

Represents around 180 services UK wide providing family-based short breaks and other short break services to support disabled children and their families.

Social Care Institute for Excellence

www.scie.org.uk

Provides up-to-date knowledge and summarises research and good practice in easy-to-read publications accessible on their website.

Children's Workforce Development Council (CWDC)

www.cwdcouncil.org.uk

Aims to improve the lives of children and young people. It does this by ensuring that the people working with children have the best possible training, qualifications, support and advice. It also helps children and young people's organisations and services to work together so that the child is at the centre of all services.

The Fostering Network (tFN)

www.fostering.net

The UK-wide charity for anyone with a personal or professional interest in fostering. tFN provides a wide range of publications, training and resources to support foster carers and fostering services. It also produces the Skills to Foster training materials for prospective carers, key policy and recruitment materials, the Signpost series, good practice guides, and a wide range of training programmes.

British Association for Adoption & Fostering (BAAF)

www.baaf.org.uk

UK organisation made up of fostering and adoption agencies providing a range of books and other resources including training. It also publishes attractive books for children.

British Institute of Learning Disabilities (BILD)

www.bild.org.uk

Disability organisation that works with government and other organisations to improve the quality of life for people with a learning disability. Areas of work include policy and research, learning services, publications, membership and information, advocacy and user involvement.

The National Autistic Society (NAS)

www.nas.org.uk

Champions the rights and interests of all people with autism. Aims to provide help, support and services to individuals with autism and their families that they can access, trust and rely upon, and which can make a positive difference to their lives.

Council for Disabled Children (CDC)

www.ncb.org.uk/cdc

Umbrella body for the disabled children's sector in England, with links to the other UK nations. Works to influence national policy that impacts upon disabled children and children with special educational needs (SEN) and their families.

The Challenging Behaviour Foundation

www.thecbf.org.uk

Organisation providing information and support to parents/carers and professionals caring for individuals with severe learning disabilities and challenging behaviour.

Scope

www.scope.org.uk

Disability organization providing services for people with cerebral palsy, their families and carers, particularly in the areas of early years, education, work and independent living. Provides information and monthly newspaper, Disability Now.

Mencap

www.mencap.org.uk

Charity for people with learning disability, their families and carers.

Carers UK

www.carersuk.org

The voice of carers aiming to improve carers' lives by providing information and advice on carers' rights and by campaigning for changes that make a real difference for carers.

Freephone Carers Line 0808 808 7777

Contact a Family

www.cafamily.org.uk

UK charity providing support, advice and information for families and professionals with disabled children. Useful publications targeted on families, medical information about various conditions, statistical information and research findings.

Norah Fry Research Centre

www.bris.ac.uk/Depts/NorahFry

Research about children and adults with learning disabilities. Provides information, publications and support through the Working Together with Parents' Network.

Together for Disabled Children

www.togetherfdc.org

Appointed by the Department for Children, Schools and Families to support the Aiming High for Disabled Children short breaks programme and development of parent participation forums.

Certificate of Successful Completion

CWDC Training, Support and Development Standards for Short Break Carers

Name of short break carer:

Name of short break provider:

Address of short break provider:

1. I certify that the above named short break carer has successfully met all the outcomes in the CWDC Training, Support and Development Standards for Short Break Carers

Signed

Name

Job role Date

2. Summary of learning to achieve CWDC Training, Support and Development Standards for Short Break Carers

2a. Type of delivery (Please tick all that apply)

Distance learning e-learning

Taught course Mentoring

Private study Other

2b. Who provided the learning? (Please tick all that apply)

In house Private training provider

College Other

2c. Did the learning include a formally accredited programme with an awarding body?

Yes (go to question 2d)

No (go to question 2e)

2d. What is the name of the awarding body?

Two empty rectangular boxes for text entry.

2e. How was the learning assessed? (Please tick all that apply)

Form with checkboxes for 'Written', 'Verbal questioning', 'Role play', 'Observation', and 'Other' with an adjacent empty box for text entry.

2f. Who assessed the learning?

Two empty rectangular boxes for text entry.

3. Short break carer’s learning needs – outline of initial personal development plan agreed with the short break carer:

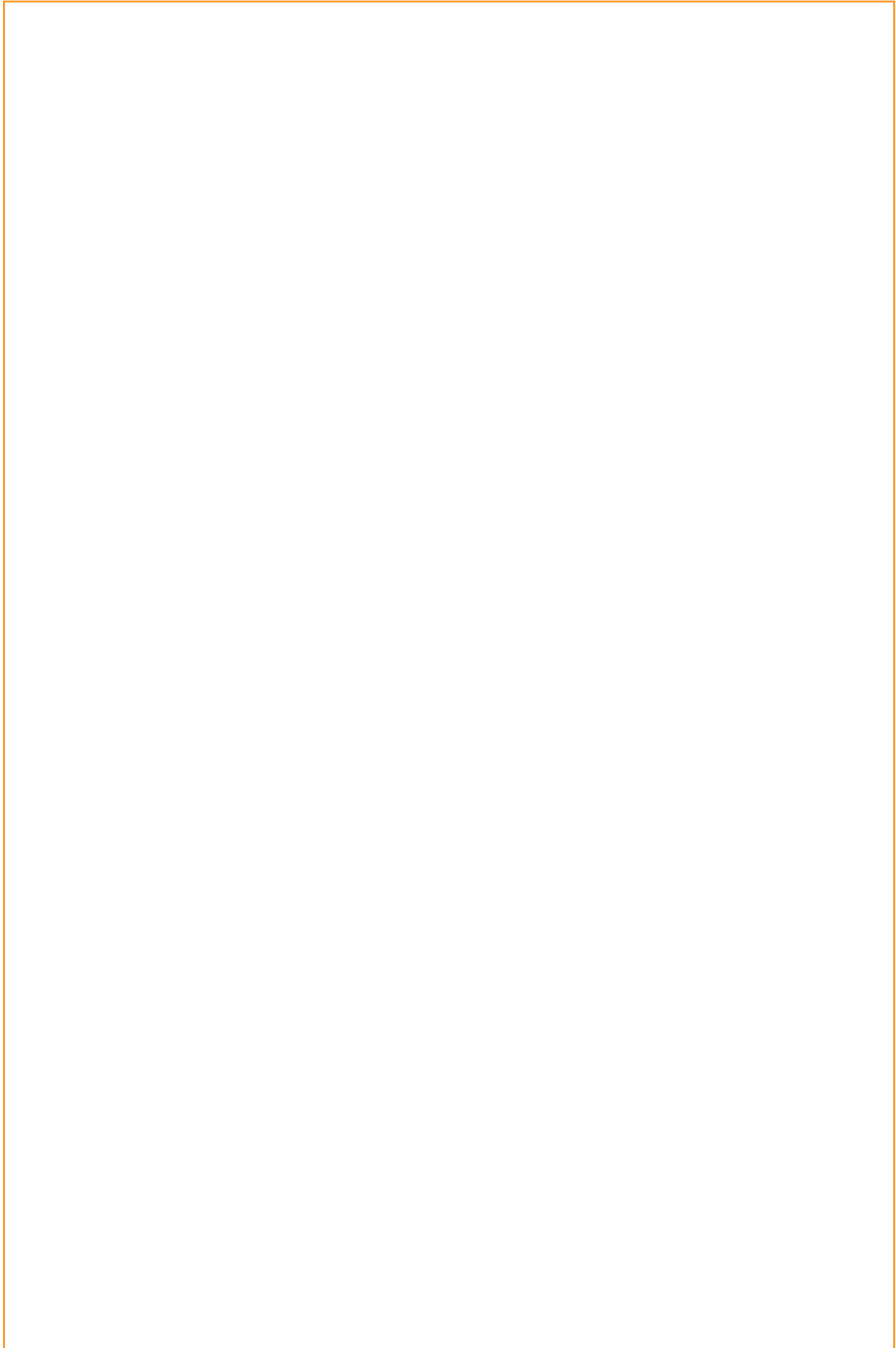
Seven empty horizontal lines for text entry.

4. Further essential learning still required at this stage for role-specific tasks not covered by the CWDC Training, Support and Development Standards for Short Break Carers

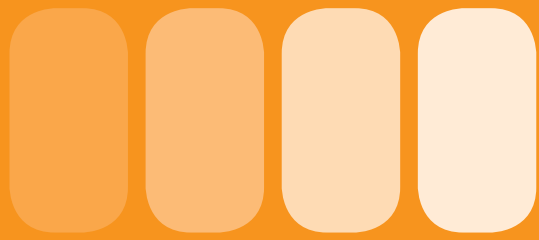
Areas of Learning: Learning outcomes needed (what specific tasks does this short break carer need information about and need to learn to do?)

Seven empty horizontal lines for text entry.

Your notes and things to remember







CWDC Training, Support and Development Standards for Short Break Carers



Standard 1: understand your role as a short break carer

1.1 Principles and values for working with children and young people

a Understand the principles and values essential for caring for children and young people.

b Demonstrate how your care relates to the five Every Child Matters outcomes.

1.2 Equality, inclusion and anti-discriminatory practice

a Know about the different types of prejudice and discrimination which can affect children and young people.

b Understand why it is important to provide care which respects and preserves each child or young person's ethnic, religious, cultural and linguistic background, and sexual orientation.

c Understand the social model of disability and how society creates barriers to inclusion for disabled people. Demonstrate a positive attitude towards impairment and a willingness to challenge discrimination.

d Show how you might respond to discrimination directed at a disabled child or young person.

1.3 The role of the short break carer

a Understand your role as a short break carer and to whom you are responsible.

b Understand your role as part of the short break service working with the child or young person, and how you contribute to their development.

c Be able to work in partnership with families and understand the pressures of caring for a disabled child or young person.

d Be able to work in partnership with staff from the other organisations that support the child or young person and their family.

1.4 Policies, procedures and good practice for the short break role

a Understand how to apply your agency's policies, procedures and good practice relevant to short break carers.

b Understand the importance of confidentiality and how it applies in your work.

c Know how to make a complaint on your own behalf or on behalf of the children and young people you care for.

Standard 2:

provide a safe environment and healthy care

2.1 Health and safety

a Know your responsibilities under your agency's procedures for the health and safety of children and young people in your care.

b Demonstrate how you keep your home safe, secure and free of avoidable hazards, and that you maintain a good standard of hygiene and cleanliness.

c Know what to do in case of a fire.

2.2 Healthy care, medication and clinical procedures

a Understand what 'healthy care' means for the physical, mental, emotional and sexual health of children and young people.

b Be aware of the child or young person's health-care needs and the implications for their care (including hygiene needs, allergies, and infection control procedures).

c Be aware of the child or young person's moving and handling plan, and the implications for their care (if applicable).

d Successfully undertake specific training in clinical procedures and carry them out in accordance with the training (if required).

e Know how to administer medication safely, implement health-care plans, and understand the importance of obtaining consent; and know in what circumstances to contact those with parental responsibility.

f Know how to use equipment and aids safely and be willing to undertake any relevant training.

g Know how to carry out basic first aid, and when and how to access emergency medical treatment.

h Know what records to keep of a child's health and administration of medication in line with agency procedures and medical advice.

2.3 Personal care

a Be able to provide personal and intimate care, in line with agency guidelines, which respects the rights of children and young people to privacy, respect and dignity, and encourages their independence.

b Be able to provide care which is responsive to the specific needs and impairments of the children and young people you look after and respects their right to make choices.

2.4 Personal safety and managing risk

a Understand potential risks to the safety of yourself and your family and know what you can do to reduce and manage the risks.

b Be aware of the range of challenging behaviours which may be presented by children and young people, and know how to manage challenging behaviour in a way that is both safe and respectful while in accordance with the child or young person's behaviour management plan, where one exists.

c Identify examples of risks to the personal safety of children and young people, and know how to access information and training, and the appropriate action to be taken to reduce the risk.

Standard 3: communicate effectively

3.1 Communicating with children and young people

a Use and be willing to undergo training in the child or young person's preferred method of communication, and demonstrate that you respond appropriately.

b Show how you enable disabled children to make their own decisions and exercise choice.

c Demonstrate an ability to advocate on behalf of disabled children and young people.

3.2 Communicating with parents/carers and organisations

a Be able to communicate effectively with parents and carers and raise any concerns in an appropriate way.

b Be able to communicate effectively with other organisations which are involved with disabled children and young people.

c Be able to communicate effectively with your supervisor.

3.3 Record keeping

a Be able to keep accurate written records in line with your agency's requirements and to use a variety of materials to record progress and achievements in line with the Every Disabled Child Matters outcomes.

b Be able to gather and record the child or young person's views and feelings about their short breaks placement in line with their chosen method of communication.

Standard 4: understand the development of children and young people

4.1 Child and adolescent development

a Demonstrate a basic understanding of child and adolescent development, and the developmental needs of children and young people.

b Understand the difference between chronological age and stages of development, and how this may affect a disabled child or young person.

c Be able to work with disabled children and young people in developing independence, self-confidence, resilience and self-esteem.

d Understand the importance of transitions in the life of disabled children and young people, and your contribution to the transition process.

4.2 Needs of disabled children and young people, and those with complex health needs

a Know how to promote the child or young person's independence (as far as is possible) in all aspects of their life.

b Know how to encourage disabled children and young people's participation and inclusion in play, activities and learning.

c Show that you provide age-appropriate activities and experiences both within and outside of the home to take account of the child or young person's disability.

d Be aware of the importance of providing safe and predictable routines for disabled children and young people.

e Understand how to enable disabled children and young people to develop a positive sexual identity regarding their own sexuality.

Standard 5: keep children and young people safe from harm

5.1 Safeguarding policies and procedures

a Be aware of your local multi-agency safeguarding policies and procedures on identifying and protecting children and young people who have been abused or are at risk of abuse.

b Know your responsibilities as a short break carer for protecting and safeguarding children, and how to follow your agency's procedures on reporting concerns on child protection issues.

5.2 Keeping children safe

a Be able to create a safe environment for children and young people.

b Know how to help children and young people keep themselves safe from harm or abuse.

c Develop, maintain and implement 'safer caring' guidelines for you and your household, and provide care that minimises the risk of allegations.

5.3 Recognising and responding to abuse

a Understand the different ways in which children and young people can be harmed, with particular regard to factors that make disabled children and young people more vulnerable to abuse. Different types of abuse are:

- physical abuse
- emotional abuse
- neglect
- institutional abuse
- sexual abuse
- exposure to domestic violence
- faltering growth/failure to thrive
- self-harm
- the internet

b Know about the signs and indicators of possible abuse and neglect and how these relate to disabled children and young people.

c Understand how disabled children and young people might be bullied and know what action to take if you suspect a child is being bullied.

d Know what action to take if you suspect a child or young person is being abused or neglected and when immediate action may be necessary to ensure their safety.

5.4 Whistle-blowing (reporting failures in duty)

a Know your agency's policies and procedures on reporting concerns on safeguarding issues, and unsafe practice of others, and what to do if you do not get a satisfactory response from your own or other organisations.

Standard 6: develop yourself

6.1 Using support and supervision to develop your role as a short break carer

a Understand the purpose of your personal supervision and how to make the best use of it.

b Know what support is available to you and the importance of asking for help and advice.

6.2 Personal development

a Be willing to take advantage of training and development opportunities to develop your knowledge and skills further.

The Children's Workforce Development Council's (CWDC's) vision is to build a world-class workforce for children, young people and families.

CWDC exists to improve the lives of children, young people, their families and carers by ensuring that all people working with them have the best possible training, qualifications, support and advice. It also helps children and young people's organisations and services to work together better so that the child is at the centre of all services.

Contact us to receive this information in a different language or format, such as large print or audio tape.

For more information please call

0113 244 6311

Visit www.cwdcouncil.org.uk

Write to CWDC, City Exchange, 11 Albion Street
Leeds LS1 5ES Email info@cwdcouncil.org.uk