



CS3 Work with children and young people to assess their health and well-being

OVERVIEW

This standard is about working with children and young people, and those involved in their care to assess the health and well-being of children and young people. The standard is relevant to practitioners who deliver services to children and young people. Practitioners working in this area require specialist expertise concerning the health and well-being needs of children and young people. Users of this standard will need to ensure that practice reflects up to date information and policies. Version No 1

KNOWLEDGE AND UNDERSTANDING

You will need to know and understand:

1. the legislation which relates to working with children and young people including
 1. confidentiality and information sharing
 2. the provision of services
 3. children's rights
 4. anti-discriminatory practice
 5. child protection
2. the statutory and professional standards and codes of practice for your area of work and how to interpret and apply these
3. how to manage your responsibilities as a professional with organisational and contractual requirements
4. the nature, extent and boundaries of your work role and its relationship to others in your own and other organisations
5. the roles of other practitioners working with children, young people and families and how they relate between and across agencies
6. the importance of working within your own sphere of competence and when you should refer to others
7. the ethics concerning consent and confidentiality, and the tensions which may exist between an individual's rights and the organisation's responsibility to individuals
8. the law and good practice guidelines on consent, including capacity issues and consent in childhood
9. how to deal with issues of confidentiality and who has the right of access to information and images that have been recorded
10. how to communicate effectively with children and young people, and those involved in their care

- 11.the importance and methods of establishing rapport and respectful, trusting relationships with children and young people and those involved in their care
- 12.the importance of focusing on the child or young person as an individual
- 13.the ways in which those involved in the care of the child or young person should be involved in communication in order to deliver the most effective outcome for the child or young person
- 14.the ways in which communication can be modified and altered for different needs, contexts and beliefs, including the age, understanding and communication preferences of the child or young person and those involved in their care
- 15.the ways in which children and young people communicate by behaviour, as well as through language, and how different forms of behaviour can be interpreted
- 16.the effects of environments and contexts on communication (particularly institutional settings)
- 17.the key government policies relating to the health and well-being of children and young people
- 18.the main issues and debates relating to the health and well-being of children and young people
- 19.the guidance that is available for your own practice, and the sources of the guidance
- 20.evidence based practice, and its role in improving services
- 21.the main trends and changes relating to the health and well-being of children and young people
- 22.the main conditions affecting children and young people in your area of practice
- 23.child development, including emotional, physical, intellectual, social, moral and character growth, and how they all affect one another
- 24.the impact of parenting capacity on the health and well-being of children and young people
- 25.the impact of family and environment on the health and well-being of children and young people
- 26.how the needs of children and young people may affect others
- 27.the contributing factors that increase the risk of significant harm to children and young people
- 28.local sources of health and well-being information, advice and support for children and young people, and those involved in their care
- 29.the framework for the assessment of children and young people's needs
- 30.the importance of identifying relevant background information to inform the assessment, where this information is held and how to access this, including information held by other practitioners and agencies
- 31.the way health and social conditions interact to affect children and young people and the implications of this for the assessment process and outcomes
- 32.the previous and present interventions that the child or young person may have experienced prior to the assessment
- 33.the environment in which assessment takes place and how to address any limitations that may impact on the assessment
- 34.the equipment, materials and personal protective measures which will be necessary for the assessment
- 35.how to objectively note your initial observations and use these to inform the assessment process
- 36.how to encourage children and young people, and those involved in their care, to assess their own needs, and the reasons for and benefits of doing this
- 37.the assessment tools which are available for assessing children and young people's needs and evidence of their effectiveness in your area of practice
- 38.how to select the most appropriate assessment tools for children and young people

- 39.the impact of the assessment on the child or young person and those involved in their care
- 40.the actions to take if the child or young person does not want to be assessed
- 41.how to respect privacy and dignity during assessment
- 42.methods of encouraging the effective involvement of the child or young person in the assessment and how this may differ given the methods being used
- 43.how to encourage those involved in the care of the child or young person to support them during assessment
- 44.the indications for further specialist assessment, who provides this, and the appropriate referral process
- 45.national and local policy and guidelines for individuals' records, their storage, retrieval and transfer, and confidentiality of information
- 46.the information recorded on individuals' records; how to access and use this information; and your responsibilities for maintaining records

PERFORMANCE CRITERIA

You must be able to do the following:

- 1.obtain and use the necessary background information to allow the assessment to proceed effectively
- 2.use discretion and respect throughout the assessment, balancing the rights of the child or young person with those involved in their care
- 3.encourage the child or young person and those involved in their care to make an assessment of the child or young person's needs and to discuss this assessment with you
- 4.select assessment tools that are safe for the child or young person, appropriate to their needs, and take account of all available information and other relevant factors
- 5.administer and interpret the assessment tools correctly
- 6.conduct the assessment in a manner that encourages the effective participation of the child or young person and is consistent with their specific requirements
- 7.encourage those involved in their care to give appropriate support to the child or young person during the assessment
- 8.evaluate all information from the assessment to identify potential outcomes
- 9.ensure that there is a clear rationale for the results of the assessment
- 10.recognise when a further specialist assessment might be necessary, and take the necessary action in consultation with the child or young person and their parents or carers
- 11.produce records and reports that are clear, comprehensive, and accurate, and maintain the security and confidentiality of information

ADDITIONAL INFORMATION

This National Occupational Standard was developed by Skills for Health. This standard links with the following dimension within the NHS Knowledge and Skills Framework (October 2004): Dimension: HWB2 Assessment and care planning to meet health and wellbeing needs