



## Unit 1: An Introduction to Working with Children aged 0-5

### Task 3: The Child-Centred Approach

Date set:

Hand in date:

**Before you begin...**

Insert a HEADER with your full name and your learner number (see your folder). This **MUST** be on every page of the whole coursework.

This task will help you work towards the following assessment criteria:

	Grading	Marks
D5	Identify ways to respond to the individual needs of children that treat children fairly and in line with current practice for diversity and inclusion.	5 marks
D8	Include at least one reference and bibliography.	5 marks
A*	Reflect on the role of the early years worker when meeting the individual needs of children aged 0 - 5 years.	15 marks

Sam is preparing for work placement with children aged 0-5 years. She has been asked to choose types of provision where she will spend time working with children.

Preparing for work placement with children requires a great deal of planning, knowledge and understanding. Sam will need to prepare for her work in her placement and decide what she will need to know about working with children.

When working with children it is important to recognise the responsibilities of our own role. Sam will need to understand when she should pass on information to other professionals at the work setting.

It is important to value each individual person with respect. Sam will need to know how to respond to the individual needs of children whilst on her work placement.

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**D5**

You will describe what the **child-centred approach** is all about here. You should:



**1. Describe the ways to identify children’s individual needs**

You need to describe the following ways of finding out children’s needs. Give an **example** of how you could find out a certain need from each way. Make sure you cover:

- using information forms
- observing children
- talking to children and finding out about their interests
- getting to know their families
- learning about any medical needs
- looking at their age and stage of development.

Explain **HOW** these help us to find out about individual needs. Page 15 ebook

A\* linked to this - What is the EYP’s role in doing this.

What is good/bad/easy/difficult?

How to identify	How it identifies	What EYP needs to do A*	Easy/Good/Hard A*

**2. Describe how individual children’s needs are met**

1. What is inclusion - who is inclusion for?

E.g. all children and children with SENs

Link to diversity (sentence) - valuing the differences that all children have

Explain what SENs are.

Give an example of a SEN - say what it is

- Briefly describe the **need** - what problems will the child have?
- Describe how **activities** in the nursery could be adapted to meet the child’s needs. Use ideas from the box 2 on the next page. **THIS IS INCLUSION AND HOW TO RESPOND TO THE NEEDS - WHAT THE STAFF CAN DO.**

What SEN is	Needs they have	What EYP needs to do A*	Easy/Good/Hard A*

A\* What is good/bad/Easy/Difficult about what the adult does?



**Box 2:** Activities you could use:

- Sand area
- Water area
- Role play
- Book area
- Story telling
- Construction area
- Creative workshop
- Writing area

### 3. Describe the Early Years Foundation Stage

(EYFS)

The EYFS is the main part of the child-centred approach (which is meeting individual needs).  
WHAT IS IT IN GENERAL?

- What does it say about inclusion?
- What does it say about diversity?

What does the EYFS say adults should do to meet needs of children  
E.g. specific areas of the curriculum

How do they do this?

A\* - what is good/bad/easy or difficult about this role?

What is the main area	How does this link to inclusion/diversity	What EYP needs to do A*	Easy/Good/Hard A*

The best thing you can use to help with this are the PDF files on Z drive:

Z:\Child Development\Unit 1\Task 3

You might also want to use Google to find out more about some areas. Remember to reference these websites if you do any extra research!



A\*

To achieve the top level you must write this in full sentences - use the info in the table and turn into Point, Evidence, Explain.

When describing the advantages, make sure you use a PEE paragraph for each one:

- Point - state the advantage/easy/difficult etc
- Explain - WHY is this a good thing? Or bad thing etc. Try to link to PILES if you can.
- Example - think of your own example from an early years setting to show the advantage happening.

1. Diversity - e.g.

- Briefly describe what diversity means in early years. Give at least two examples of how diversity can be valued in an early years setting.
- Explain the **advantages** of valuing diversity. Use the following advantages:
  - Children will learn to celebrate diversity and have a positive attitude towards differences.
  - Parents will not worry that their child will be treated any differently.
  - Workers will gain greater job satisfaction through working with a diverse group of children.
  - Some of your own! (Do some research!)

2. Inclusion

- Briefly describe what inclusion means in early years. Give at least two examples of how learning in an early years setting can be adapted to be inclusive.
- Explain the **advantages** of inclusion. Use the following advantages:
  - Everyone learns together, children with additional needs are not segregated (taught on their own).
  - Workers will work with a variety of other professionals and learn new things from them.
    - Parents will see that their child's individual needs are being catered for.
    - Some of your own! (Do some research!)

D8 - References

List any websites or books that you use to help you complete your work. Use the **correct way of referencing** that we practised in class.

Remember...

Cutting and pasting is copying.  
Copying is plagiarism.  
Plagiarism is cheating. DON'T DO IT!!!



## Types of SEN/Disability

- Agenesia of the Corpus Callosum (ACC)
- ADHD
- Angelman Syndrome
- Aniridia
- Anxiety Disorders
- Aphasia
- Apraxia
- Arthritis
- Asperger Syndrome
- Asthma
- Attachment Disorder
- Atypical Autism
- Auditory Processing Disorder
- Autism (ASD)
- Behavioural, Emotional and Social Difficulties (BESD, formerly EBD)
- Brain Injury
- Cerebellar Ataxia
- Cerebral Palsy (CP)
- Challenging Behaviour
- Conduct Disorder
- Crohn's Disease
- Cystic Fibrosis (CF)
- Developmental Delay
- Diabetes
- Down's Syndrome
- Duane Syndrome
- Dysarthria
- Dyscalculia
- Dysgraphia
- Dyslexia
- Dysnomia
- Dysplasia
- Dyspraxia
- Echolalia
- Ehlers-Danlos Syndrome
- Emotional Literacy
- Epilepsy
- Fragile X Syndrome
- Global Developmental Delay
- Glue Ear
- Graphomotor Skills
- Guillain Barré
- Hearing Impairment (HI)
- Heller's Syndrome
- Hydrocephalus
- Hyperacusis
- Hyperlexia
- Hypermobility
- Hypotonia



- Irlen Syndrome/Scotopic Sensitivity
- Landau Kleffner Syndrome  
Learning Difficulties
- Moderate Learning Difficulties (MLD)
- Mood Disorder
- Multi-Sensory Impairment (MSI)
- Muscular Dystrophy
- Non-Verbal Learning Difficulties (NLD)
- Obsessive Compulsive Disorder (OCD)
- Oppositional Defiant Disorder (ODD)
- Osteogenesis Imperfecta (OI) (Brittle Bone Disease)
- Pervasive Developmental Disorder (PDD)
- Peter's Anomaly
- Physical Disability (PD)
- Profound and Multiple Learning Difficulties (PMLD)
- Proprioception
- Scoliosis
- Selective Mutism
- Semantic Pragmatic Disorder
- Sensory Integration Disorder (SID)
- Severe Learning Difficulties (SLD)
- Sickle Cell Anaemia
- Social Skills
- Speech and Language Disorder
- Spina Bifida
- Tactile Defensiveness
- Tourette's Syndrome
- Turner Syndrome
- Ulcerative Colitis
- Usher Syndrome
- Visual Impairment
- Williams Syndrome
- Working Memory



## Choose two

How you identify the needs of children:

- using information forms
- observing children
- talking to children and finding out about their interests
- getting to know their families
- learning about any medical needs
- looking at their age and stage of development.

Say what the teacher/teaching assistant can or needs to do to identify these needs

Say what is easy/difficult for doing this

Parents evening – attitude, acting different, time

Say what the teacher/teaching assistant can or needs to support **Special Educational needs**:

E.g. extra help with reading

Intervention – 1:1 support

Difficulties – timing

What does the teacher need to do to value diversity (difference) – different age/gender/culture/beliefs