

If local authorities are made aware of children and young people who need extra support and may have additional learning need or complex needs, they have a **'duty to assess'**. This assessment should be completed in a timely manner. Assessments must be underpinned by a range of different principles, but the child, young person and the family's personal outcomes must be considered above all else.

The impact of educational transitions, experiences and life events can have a positive or negative impact on the resilience of children and young people. Resilience is a child or young person's ability to adapt in the face of adversity. These can also impact upon the care and support individuals receive at the childcare setting.

Children and young people undergo educational transitions, experiences, and life events. In Wales, all children and young people will go through the new **Curriculum for Wales Framework**. This is the new curriculum which is being designed in Wales and will aim to help children with four key areas: being more ambitious, enterprising and creative, ethical and informed and healthy and confident.

Children and young people have needs at all developmental stages. When considering children and young people's needs at developmental stages, it is important to consider a child and young person **holistically**. Maslow's hierarchy of needs suggested that lower level physical needs such as food, clothing and shelter need to be met first before children and young people can reach their full potential. In reality, it is important when meeting children and young people's needs that there is a consideration of all their needs.

Here are some barriers which may be experienced by children and young people. A useful acronym to remember is **'Legal'**.

Language barriers,
Eligibility criteria,
Geographical location,
Access, Lack of information.

The needs of children/young people

- physical
- intellectual/ cognitive/ language
- emotional
- social.

When meeting children and young people's needs it is important to meet these needs through **child-centred care**. This is a key aspect of any assessment or ongoing assessments children and young people experience.

A child-centred approach is about:

"Engaging with, and listening to, what children and young people say about what is happening to them should be the cornerstone of effective intervention and support".

"A child-centred approach views the child using the services as equal partners in planning, developing and monitoring their care to make sure it meets their needs, the needs of the child should be a priority and not the needs of the service".

Child-centred care can be applied through the following:

- **co-production** of children and young people
- **active participation** of children and young people
- knowing the child/young person's preferences/background
- enabling the **voice, choice and control** of the child/young people.