Competence	Aspect of Competence	Initial Education – Juvenile Justice	Ongoing CPD – Juvenile Justice
CYLP professionals will have developed a knowledge and understanding of their responsibilities under their national Special Educational Needs/Disability (SEND) code. CYLP professionals know the features/scale and the range of special educational needs in juvenile justice settings and established strategies to address these. .	Know and understand their responsibilities under the national SEND Code of Practice and the requirements for drawing up educational/health care plans for the designated age range. Know and understand the principles and requirements for drawing up SEND education/health care plans considering the placement setting. Know and understand teaching strategies to teach juveniles with special educational needs and create work methodologies accordingly. Know and understand reflective practice.	Understand the functioning of teaching and learning in special education environments within juvenile justice education. Develop, through practice and mentoring, knowledge and understanding of the basic features of common special needs such as: dyspraxia, dyslexia, dyscalculia, autistic spectrum disorders and speech-language-communication; incorporating a developing understanding of trauma related educational disruption within juvenile justice education contexts. Know more about the special needs of learners that they teach and use this knowledge to promote an inclusive approach; referring learners speedily where diagnostic needs emerge.	Develop practice guidance through adopting research and policy initiatives which contribute to improved practice, knowledge and understanding amongst colleagues, learners and families of SEND processes including 'transition' and re-settlement. Promote amongst colleagues equipping children with the skills they need to understand that receiving an education is an important aspiration and should underpin desistance practice. Develop awareness collaboratively of assessment, monitoring and review procedures in both SEN and the drawing up of educational/health care plans to ensure best practice reflects an inclusive approach to education across: • Formal learning • Social learning • Meeting emotional needs • Independence skills Promote and identify targeted support areas in SEND for professional development planning and the strengthening of SEND capacity for all educationalists. Collaborating with the SEND Coordinator and families, help colleagues develop and apply understanding of assessment and screening tools for SEND children.