

# Step-by-Step Guide to Completing the Digital Valuing SEND Tool

Valuing SEND Toolkit:  
November 2021

**IMPOWER**

**Lincolnshire**  
COUNTY COUNCIL   
*Working for a better future*

# Contents

Subject	Page(s)
Introduction to Valuing SEND online	3
Overview of completing the Valuing SEND tool	4
1. How to create a new profile for a child or young person	5 – 7
2. How to complete the Retting Readiness section for your school or setting	8 – 12
3. How to complete the Needs Profiling Section for a child or young person	13 - 18
4. How to complete the Home Confidence Section	19 - 23
Example of a completed ratings radar	24 - 25
5. How to complete Support Planning section	26 - 30
Further Information	31

# Introduction

- The Valuing SEND tool has migrated to a new user-friendly digital platform which previously functioned in Microsoft Excel. The digital tool also has printable capability.
- A series of Valuing SEND training resources have been developed to support those completing the Valuing SEND digital tool for children and young people additional needs, and include:

Guidance on  
accessing the  
Valuing SEND  
Online

Step-by-step guide  
to completing the  
Valuing SEND  
Digital Tool  
(this document)

Instructional  
videos on  
completing the  
Valuing SEND  
Digital Tool

These resources can be found on the [Lincolnshire SEND Local Offer](#).

# Overview

There are five sequential components to completing a Valuing SEND tool for a child or young person with additional needs using the new digital platform:



**Setting Readiness** provides a **whole school view** of the support that you can provide children and young people with additional needs. Once agreed, setting readiness ratings will remain the same for each child or young person until the school or setting changes its interventions or level of skills. It is recommended that setting readiness ratings are reviewed annually.

# I. How to create a new profile for a child of young person on Valuing SEND online

# I. Creating a new profile for a child of young person on Valuing SEND online

This section explains how to create a new profile and enter basic information for a child or young person with additional needs at your school or setting on Valuing SEND Online:

1. Start by selecting 'Children and Young People' on the left hand menu.
2. You can then create a new profile by selecting + in the top right-hand corner of the screen.

The screenshot shows the IMPOWER web application interface. The top navigation bar is blue and contains the IMPOWER logo on the left, the text 'Signed in as: Rachel Angarano' in the center, and a 'LOGOUT' button on the right. Below the navigation bar is a sidebar menu on the left with the following items: Home, Users, Setting Readiness, Children and Young People (highlighted with a red box and a '1.' next to it), VSEND Tool, and Reports. The main content area displays the 'Children and Young People' page, which includes a search bar and a table of user profiles. The table has columns for Unique Pupil Number, Unique Learner Number, Forename, Surname, School, and Date of Birth. There are three rows of data in the table. To the right of the table, there are three icons: a document icon, a person icon, and a trash icon. A red box highlights a '+' button in the top right corner of the main content area, with a '2.' next to it.

Unique Pupil Number	Unique Learner Number	Forename	Surname	School	Date of Birth
9875384026485		Ben	Adams	Test School	2008-04-24
9836454920746		Hanna	Adamski	Test School	2007-12-13
A118123456789	1234567890	Rim	Alami	Test School	2013-02-05

# I. Creating a new profile for a child of young person on Valuing SEND online

3. A 'Create Child' pop-up will appear for you to enter the basic details of the child or young person.

There are 4 sections that you need to complete:

- Basic Information
  - Background Information
  - Admission Details
  - Special Educational Needs
4. Select 'Add Child' at the bottom. This will save the information and add the child or young person's profile to your records.

### Create Child

**Basic Information**

Unique Pupil Number (UPN)	Former UPN	Unique Learner Number (ULN)
Forename*	Preferred Forename	Middle name(s)
Surname*	Former Surname	Preferred Surname
Date Of Birth*	Gender*	

**Background Information**

Preferred Language	Ethnicity
Does the child have a disability that affects their learning?	

**Admission details**

School*	Year Group
---------	------------

**Special Educational Needs**

SEN Provision Type*	Next Review Date
---------------------	------------------

4. **ADD CHILD** CANCEL

## 2. How to complete the Setting Readiness Section for your school or setting

# 2. Completing the Setting Readiness section for your school/setting

This section explains how to complete the Setting Readiness section for your school or setting on Valuing SEND Online.

1. Start by selecting 'Setting Readiness' on the left-hand menu.
2. Please check the following information before you get started:
  - a) If you work with more than one school/setting, ensure that you select the right education provision using the drop-down menu under 'School';
  - b) and ensure that you select the correct version of the Valuing SEND tool – the 'Early Years' version for children under 5 years old, or the '5-25' version.

The screenshot shows the IMPOWER web application interface. At the top, there is a blue header with the IMPOWER logo on the left, the text "Signed in as: Rachel Angarano" in the center, and a "LOGOUT" button on the right. On the left side, there is a vertical navigation menu with the following items: Home, Users, Setting Readiness (highlighted with a red box), Children and Young People, VSEND Tool, and Reports. The main content area is white and contains a "School:" label above a dropdown menu showing "Test School". This dropdown menu is highlighted with a red box and labeled "2a.". Below the dropdown menu, there is a paragraph of text: "Look at the types of support set out in each rating level. Which best fits the support you are able to provide, in relation to this child/ young person's needs?". Below this text, there is another paragraph: "Once you have found a set of support prompts that broadly correspond to the type of support you are able to provide, consider if you are closer to the prompts outlined in the category above or below, and select your rating number accordingly.". Below the second paragraph, there is a radio button labeled "EARLY YEARS" and a radio button labeled "5-25". The "EARLY YEARS" radio button is highlighted with a red box and labeled "2b.". The "5-25" radio button is currently selected.

# 2. Completing the Setting Readiness section for your school/setting

3. You are now ready to complete the Setting Readiness section - this should be completed in discussion with senior staff members, including the school SENDCo and anyone else you feel needs to be involved.
4. The Valuing SEND tool has five domains of need; you must provide a setting readiness rating for each one. Click on each heading to access the support prompts for five need domains, starting with 'Communication and Interaction'.

The screenshot shows the 'Valuing SEND' tool interface. At the top, it is divided into 'EARLY YEARS' and '5-25'. A vertical red arrow on the left is labeled 'Domains of Need'. The interface lists five domains, each with a rating given:

Domain	Rating Given
1. <b>Communication &amp; Interaction</b> <small>Please select the appropriate rating below to update the 'Rating Given'.</small>	6
2. <b>Cognition &amp; Learning</b> <small>Please select the appropriate rating below to update the 'Rating Given'.</small>	5
3. <b>Social, Emotional &amp; Mental Health</b> <small>Please select the appropriate rating below to update the 'Rating Given'.</small>	6
4. <b>Physical or Sensory</b> <small>Please select the appropriate rating below to update the 'Rating Given'.</small>	5
5. <b>Independence</b> <small>Please select the appropriate rating below to update the 'Rating Given'.</small>	4

A red box highlights the 'Communication & Interaction' domain, and a red '4.' is placed to its right.

## 2. Completing the Setting Readiness section for your school/setting

- Review the support prompts under 'Communication and Interaction'; these are rated from 1-2 (lowest level of Setting Readiness) to 9-10 (highest level of Setting Readiness).
- Decide the setting readiness rating that most closely corresponds to the type of support that your school or setting is able to provide.
- Enter your final Setting Readiness rating using the drop-down box.
- Click 'Save Changes' and repeat this step in the same way for the other domains of need.

**Communication & Interaction** Rating Given: 6

Please select the appropriate rating below to update the 'Rating Given'.

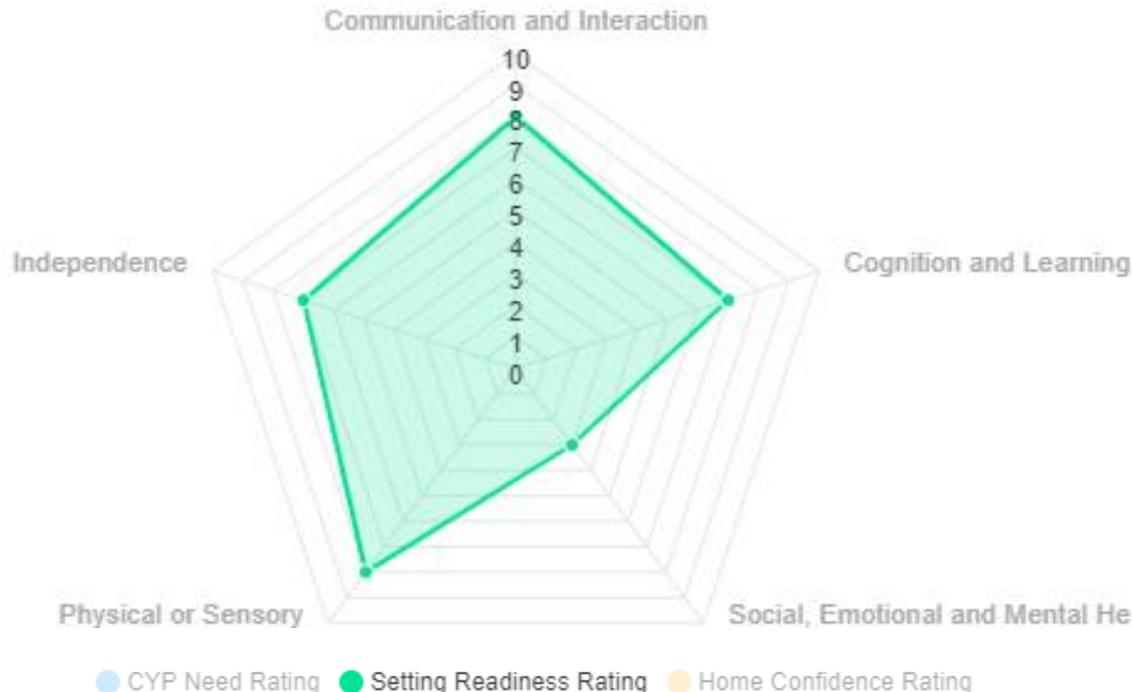
7. Enter C & I Rating:  
6

Description	Level
5. Ensure parents are aware of what is being done to support their child/ young person, and how they can support/ reinforce interventions. Quality First Teaching within a broad and balanced curriculum meets the needs of all pupils and includes: • Flexible grouping arrangements. • Some differentiation of activities, materials & questioning • Awareness that a CYP may need more time to complete tasks and that equality of access may mean that they need to do some things differently. • Environmental considerations are made to meet the needs of all pupils. • Consideration of c&yp's learning style, such as the need for visual/ kinesthetic preferences. • An understanding that the communication need may have a wider impact on a child's social and emotional wellbeing despite the apparent lack of obvious impairment. Strategies to identify whether CYP is vulnerable to bullying or has low self-esteem. • Awareness of implications of SLCN on basic skills, i.e. numeracy, reading, writing, following instructions. • Consider seeking specialist teacher advice and guidance	

**Important.** Setting Readiness provides a **whole school view** of the type of support that you can provide children and young people with additional needs. Once agreed, setting readiness ratings will remain the same for each child or young person until your setting changes its interventions or level of skill. It is recommended that setting readiness ratings are reviewed annually.

## 2. Completing the Setting Readiness section for your school/setting

Completed setting readiness is visually represented in the form of a simple ratings chart:



**What can this tell us?** The setting indicates higher levels of setting readiness across most domains of need including 'Communication and Interaction' and 'Physical or Sensory'. However, the setting is less able to meet 'Social, Emotional, and Mental Health' needs which clearly highlights the specific areas of focus and development for the setting.

# 3. How to complete the Needs Profiling Section

**IMPOWER**

**Lincolnshire**  
COUNTY COUNCIL   
*Working for a better future*

# 3. Completing the Needs Profiling Section

This section explains how to complete the Needs Profiling section for a child or young person at your setting on Valuing SEND Online.

1. Start by selecting 'VSEND tool' on the left hand menu. You will be directed to an introduction page reminding you of the aims of the tool and how to use it.
2. Use the 'Summary' tab to check the following before you get started:
  - a) that you have selected the correct child or young people that you wish to complete a needs profile for;
  - b) and that you are using the correct version of the Valuing SEND tool – the 'Early Years' version for children under 5 years old, or the '5-25' version.

1. VSEND Tool

2. SUMMARY

**Child or Young Persons Information**

Child/Young Person Name: Rachel Test (2a.)

Age: 0 Years 2 Months

Tool Version: Early Years (2b.)

Gender: Female

Setting: Test School

Does the child have an EHCP? No

Is the child receiving SEN support? No

Completed By: Rachel Angarano

EXPORT INFORMATION

# 3. Completing the Needs Profiling Section

3. You are now ready to complete the needs profiling section - this should be completed in discussion with children or young people and their families and anyone else you feel needs to be involved.
4. Click the 'Needs Profiling' tab at the top. The aim of Needs Profiling is to use the Valuing SEND tool and, importantly, your professional judgement to enter a needs rating for each of the five domains of need, these are: Communication and Interaction; Cognition and Learning, Social, Emotional and Mental Health; Physical or Sensory; and Independence.
5. Click on each heading to access the descriptors for the five need domains, starting with 'Communication and Interaction'.

The screenshot shows the IMPOWER web application interface. At the top, there is a blue header with the text "IMPOWER" on the left, "Signed in as: Rachel Angarano" in the center, and a "LOGOUT" button on the right. Below the header is a navigation menu with several tabs: "INTRODUCTION", "SUMMARY", "NEEDS PROFILING", "SETTING READINESS", "HOME CONFIDENCE", and "SUPPORT PLANNING". The "NEEDS PROFILING" tab is highlighted with a red box and a red number "4." to its left. Below the navigation menu is a main content area with three numbered instructions: "1. Use the descriptors to determine the rating range that is appropriate for explaining the needs of the child/ young person in question (e.g. 3 - 4).", "2. Once you have selected the needs that apply to the child in question - by checking the boxes to the right of each need - a suggested scoring range will appear at the top of that section. Please use your professional judgement to determine your final score. You may decide the occurrence of one or two needs in a higher level are significant enough to warrant selecting a different range. Note: Not all of the descriptors in the rating range will apply to the child/ young person. Sometimes, descriptors in different rating ranges will apply. You must then determine where the majority of descriptors fall, and therefore which rating range is appropriate.", and "3. Once you have selected a range, you should consider whether the child/ young person is closer to the range below or the range above, and use this to determine whether the rating is the lower or higher of the two numbers in the range." Below the instructions is another navigation menu with five tabs: "COMMUNICATION AND INTERACTION", "COGNITION AND LEARNING", "SOCIAL, EMOTIONAL AND MENTAL HEALTH", "PHYSICAL OR SENSORY", and "INDEPENDENCE". The "COMMUNICATION AND INTERACTION" tab is highlighted with a red box and a red number "5." to its left. On the left side of the interface, there is a vertical sidebar menu with the following items: "Home", "Users", "Setting Readiness", "Children and Young People", "VSEND Tool", and "Reports".

# 3. Completing the Needs Profiling Section

6. Enter a 'Brief Outline of Needs' for the child or young person using the free text box. It is important to complete this section to assist others people (e.g. families and professionals) in understanding the specific needs that you have observed and how they are presenting.
7. Review all the descriptors and statements under each sub-section for 'Communication and Interaction' such as 'Understanding of Language'. The descriptors are rated from 1-2 (the lowest level of need) to 9-10 (the highest level of need).
8. Decide the 'Level' that most closely corresponds to the needs of the child or young person, and tick 'Yes' next to all the descriptors that apply.

Enter Rating:  Recommendation: 0

**6.** Brief Outline of Needs:  
Maximum of 2000 Characters

**7.** Understanding Of Language

Level	Description	Yes
0	None of the statements below apply	<input type="checkbox"/>
1-2	Child has difficulty following or understanding instructions and everyday language with visual references	<input type="checkbox"/>
3-4	Receptive language delay is more than 12 months.	<input type="checkbox"/>
5-6	Unable to join in with familiar rhymes and songs	<input type="checkbox"/>
7-8	Cannot understand or follow a simple instruction in context e.g. 'come for snack'	<input type="checkbox"/>
9-10	Severe communication difficulties, often presents as non-verbal	<input type="checkbox"/>

**8.**

# 3. Completing the Needs Profiling Section

9. As you complete this exercise, the tool will automatically generate an overall range of need 'Recommendation' which is based on all the descriptors that you have selected.
10. Use your professional judgement to determine the final need rating for 'Communication and Interaction' using the 'Enter Rating' drop-down box at the top. E.g. If your need recommendation is a '3-4' to decide whether to enter a 3 or a 4 based on whether you think the child or young person is closer to the level of need above or below.
11. Enter the final need rating using the drop-down box.
12. Click 'Save Changes' and repeat this step in the same way for the other domains of need.

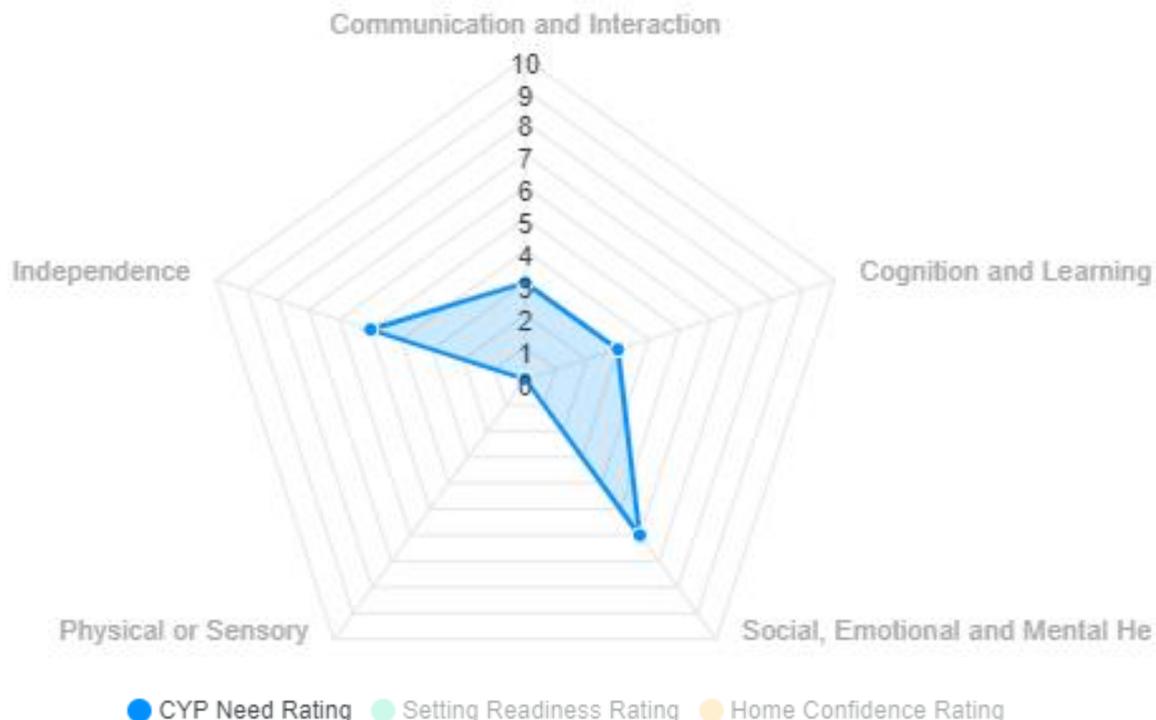
COMMUNICATION AND INTERACTION   COGNITION AND LEARNING   SOCIAL, EMOTIONAL AND MENTAL HEALTH   PHYSICAL OR SENSORY   INDEPENDENCE

11.  9.

**Professional judgement.** You can choose to enter a rating that sits outside of the recommended rating range, e.g. you may decide that the occurrence of one or two needs in a higher level are significant enough to warrant selecting a different range. It is helpful to explain your reasoning in the 'Brief Outline of Needs' box for help others who review the child's profile.

# 3. Completing the Needs Profiling Section

A completed child or young person’s needs profile is visually represented in the form of a simple ratings chart:



**What can this tell us?** The child or young person has little to no ‘Physical or Sensory’ needs and lower levels of ‘Communication and Interaction’ and ‘Cognition and Learning’ needs. They have moderate ‘Social, Emotional and Mental Health’ and ‘Independence’ needs; this indicates that the child or young person may require greater levels of support in these specific areas.

# 4. Completing the Home Confidence Section

**IMPOWER**

**Lincolnshire**  
COUNTY COUNCIL  
*Working for a better future*

# 4. Completing the Home Confidence Section

This section explains how to complete the Home Confidence Section for a child or young person on Valuing SEND Online.

1. Start by selecting 'VSEND tool' on the left hand menu. You will be directed to an introduction page reminding you of the aims of the tool and how to use it.
2. Use the 'Summary' tab to check the following before you get started:
  - a) that you have selected the correct child or young people that you wish to complete Home Confidence for;
  - b) and that you are using the correct version of the Valuing SEND tool – the 'Early Years' version for children under 5 years old, or the '5-25' version.

1. VSEND Tool

2. SUMMARY

### Child or Young Persons Information

Child/Young Person Name: Rachel Test **2a.** Age: 0 Years 2 Months Tool Version: Early Years **2b.**

Gender: Female Setting: Test School

Does the child have an EHCP? No Is the child receiving SEN support? No

Completed By: Rachel Angarano

EXPORT INFORMATION

# 4. Completing the Home Confidence Section

3. You are now ready to populate the Home Confidence section – this should always be completed by a parent or carer on behalf of families and anyone else involved in supporting children’s needs at home. They may do this independently or through a collaborative discussion with the setting’s SENDCo or another professional.
4. Click the ‘Home Confidence’ tab at the top. The aim is for parents or carers to enter a rating for how confident they feel meeting the needs of their child across each of the five domains of need.
5. Click on each heading to access the support prompts for the five need domains, starting with ‘Communication and Interaction’.

INTRODUCTION SUMMARY NEEDS PROFILING SETTING READINESS **HOME CONFIDENCE** SUPPORT PLANNING

This form is completed by parents and carers on behalf of families and anyone else involved in supporting children's needs at home. It is completed by parents and carers assessing their own level of confidence in supporting needs across five areas of need. Each area of need is explained using the descriptions in Department of Education guidance for parents and carers. In completing this tool parents and carers should consider the questions set out for each area of need. Other general questions to consider are:

- How do you need to be supported to support your child?
- How are things at home? Has anything changed recently?
- What is your child like when they come home from school?

**5.**

<b>1</b> <b>Communication &amp; Interaction Confidence</b> Please select the appropriate rating below to update the 'Rating Given'.	Rating Given: 0
<b>2</b> <b>Cognition &amp; Learning Confidence</b> Please select the appropriate rating below to update the 'Rating Given'.	Rating Given: 0
<b>3</b> <b>Social, Emotional &amp; Mental Health Confidence</b> Please select the appropriate rating below to update the 'Rating Given'.	Rating Given: 0
<b>4</b> <b>Physical or Sensory Confidence</b> Please select the appropriate rating below to update the 'Rating Given'.	Rating Given: 0
<b>5</b> <b>Independence Confidence</b> Please select the appropriate rating below to update the 'Rating Given'.	Rating Given: 0

# 4. Completing the Home Confidence Section

6. Parents or carers should review the support description for 'Communication and Interaction', considering the questions at the top of the page, these are:
  - how do you need to be supported to support your child?
  - how are things at home and has anything changed recently?
  - what is your child like when they come home from school?
7. They should decide the Home Confidence rating that most closely corresponds to the type of support they feel able to provide at home. This is represented on a generic scale from 1 (lowest level of Home Confidence) to 10 (highest level of Home Confidence).
8. Enter the final Home Confidence rating using the drop-down box.
9. Click 'Save Changes' and repeat this step in the same way for the other domains of need.

## 1 Communication & Interaction Confidence

Rating Given: 8

Please select the appropriate rating below to update the 'Rating Given'.

8.

Enter C & I Rating:

8

6.

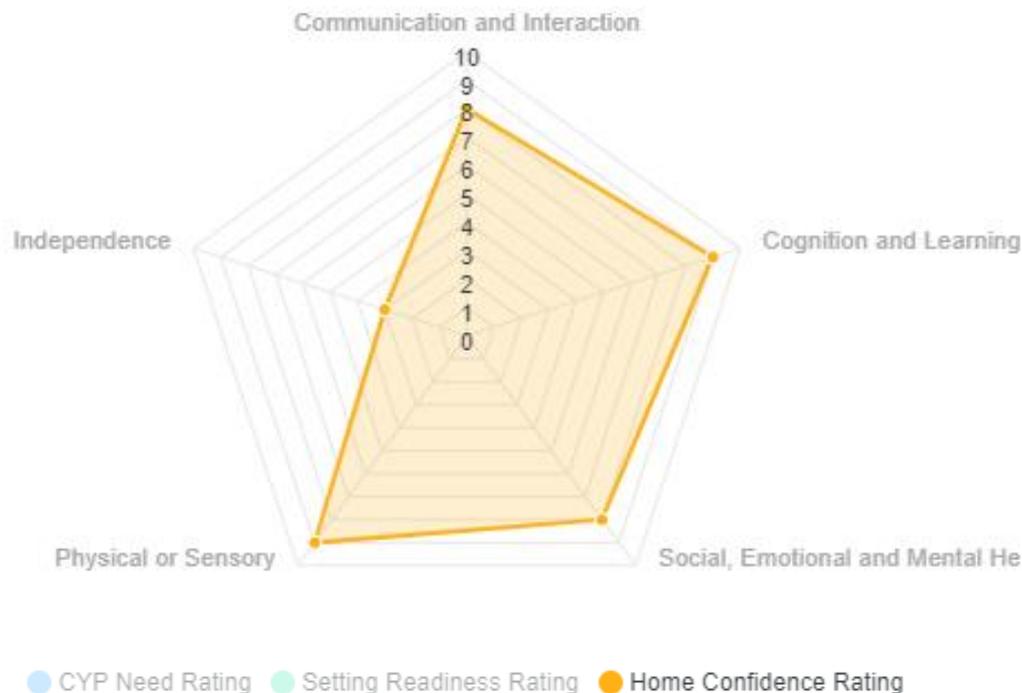
### Description

Examples of parents and carers supporting children at home - to guide your answer:

- Use visual clues and reminders to help children follow routines
- Use pictures or photos of the children themselves doing the activities and to help them to make choices
- Slow down the rate of your speech, simplify your language and repeat new words and ideas often
- Make sure you leave gaps for them to fill in - to reduce the number of questions you ask and emphasise the important words in the sentence (the ones that carry the information)
- Use signing system used at your child's setting
- Break down instructions and wait until first is completed before next stage is introduced
- Play word and turn taking games
- Sing nursery rhymes and songs together
- Each day have a time when the noise level is low and distractions are kept to a minimum
- Get your child's attention when talking to them and encourage eye contact
- Praise good attention and listening
- When children are watching TV programme try to spend a few minutes talking with them about what happened, what they enjoyed, what might happen next time.

# 4. Completing the Home Confidence Section

Completed Home Confidence is represented in the form of a ratings chart:



**What can this tell us?** The family provided very high ratings of home confidence across most domains of need, indicating they are largely confident meeting their child's needs at home. However, they feel much less confident in supporting their child with their independence needs; this presents a clear opportunity to further support the family in this specific area.

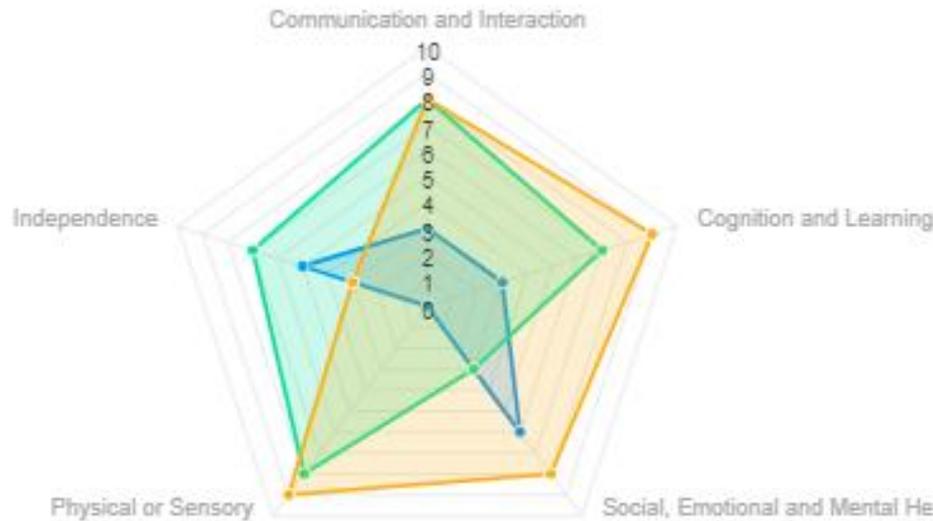
# Example of a Completed Ratings Chart

**IMPOWER**

**Lincolnshire**  
COUNTY COUNCIL  
*Working for a better future*

# Example of a fully completed Valuing SEND radar chart

Once you have completed the Setting Readiness, Needs Profiling and Home Confidence sections, this will produce a complete ratings chart and an overview in numerical format:



## Overview

● CYP Need Rating ● Setting Readiness Rating ● Home Confidence Rating

Summary	CYP Need Rating	Setting Readiness Rating	Home Confidence Rating
Communication & Interaction	3	8	8
Cognition & Learning	3	7	9
Social, Emotional & Mental Health	6	3	8
Sensory & Physical	0	8	9
Independence	5	7	3

# 5. How to Complete the Support Planning Section

**IMPOWER**

**Lincolnshire**  
COUNTY COUNCIL   
*Working for a better future*

# 5. Completing the Support Planning Section

This section explains how to complete the Support Planning section for a child or young person on Valuing SEND Online.

1. Start by selecting 'VSEND tool' on the left hand menu. You will be directed to an introduction page reminding you of the aims of the tool and how to use it.
2. Select the 'Summary' tab at the top in order to check:
  - a) that you have selected the correct child or young people that you wish to complete Support Planning for;
  - b) and that you are using the correct version of the Valuing SEND tool – the 'Early Years' version for children under 5 years old, or the '5-25' version.

1. VSEND Tool

2. SUMMARY

### Child or Young Persons Information

Child/Young Person Name: Rachel Test (2a.)

Age: 0 Years 2 Months

Tool Version: Early Years (2b.)

Setting: Test School

Does the child have an EHCP? No

Is the child receiving SEN support? No

Completed By: Rachel Angarano

EXPORT INFORMATION

# 5. Completing the Support Planning Section

3. Now you are ready to complete the Support Planning section - this should be completed in discussion with senior staff members, including the school SENDCo and anyone else you feel needs to be involved.
4. In this section you can enter identified outcomes to work towards with the child or young person and their family and actions for how you will do this. Click on the 'Support Planning' tab at the top.
5. Now click on the heading to access the support prompts for each domain of need, starting with 'Communication and Interaction'.

5.

4.

INTRODUCTION SUMMARY NEEDS PROFILING SETTING READINESS HOME CONFIDENCE SUPPORT PLANNING

In relation to each domain of need, enter identified outcomes to work towards with the child/ young person and their family, set out the activity that meets their needs in this domain as well as who is responsible for delivering this activity and when it will be in place. The support prompts related to the child/ young person's level of need may be a helpful starting point for planning support.

1 Communication & Interaction	Need Rating: 3	Readiness Rating: 8
2 Cognition & Learning	Need Rating: 3	Readiness Rating: 7
3 Social, Emotional and Mental Health Needs	Need Rating: 6	Readiness Rating: 3
4 Physical or Sensory Needs	Need Rating: 0	Readiness Rating: 8
5 Independence Needs	Need Rating: 5	Readiness Rating: 7

EXPORT SAVE CHANGES

# 5. Completing the Support Planning Section

- For each domain of needs, the Need and Setting Readiness ratings will be automatically shown at the top, along with the brief description of the child's needs that you entered during the needs profiling section.
- Below this, the tool automatically generates a link to **Lincolnshire Inclusion Toolkit** where you can find a series of support strategies and resources to aid your planning
- Enter the outcomes for the child or young person which should be identified with them and their family.

**1** Communication & Interaction **6.** Need Rating: 3 **6.** Readiness Rating: 8

**6.** Brief Outline of Needs:  
Add description of needs here XXXXX

**7.** Support Prompts:  
Staff are using generalised strategies to support development of communication and interaction skills

**8.** Outcomes:

# 5. Completing the Support Planning Section

9. Finally add 'Support Actions' by selecting the 'New Support Action' box below.
10. This will prompt you to enter details of what action you will take, who will lead on delivering it, and when it should be done. Once you have finished, select 'Add Support Action'
11. Repeat these steps to record multiple 'Support Actions', and click "Save Changes".
12. You can also download, save and print a copy this support planning information by selecting the 'Export' button at the bottom.

Support Actions:

9. Action	Lead	Due Date

**NEW SUPPORT ACTION** **Add Support Action**

Action

---

Delivery Lead

---

Due Date

---

10. **ADD SUPPORT ACTION** CANCEL

# Further Information

Should you require any further assistance, please contact us at:

## **SEND Advice Line for Lincolnshire (Ask SALL)**



Email - [asksall@lincolnshire.gov.uk](mailto:asksall@lincolnshire.gov.uk)



Call - 01522 553199