

Guidance for Valuing SEND Champions

Valuing SEND Toolkit:
November 2021

IMPOWER

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Purpose of Guidance

- This guidance is directed at Valuing SEND Champions across Children’s Services and in the wider school community in Lincolnshire.
- The aim of this guidance is to provide in-depth information and reference material on Valuing SEND to support Champions in driving forward and sustaining the wider implementation of the approach.
- Specifically, the guidance will focus on:
 - **How** Valuing SEND developed, **where** it came from and with **whom**;
 - **What** exactly Valuing SEND does and what it tells us;
 - **Why** Valuing SEND is beneficial – the positive impact in Lincolnshire
 - **How** to complete the digital Valuing SEND tool
- Importantly, the guidance is tailored to the role of Valuing SEND Champions, providing practical information on what to expect and how they can help embed Valuing SEND across Lincolnshire.



Role of Valuing SEND Champions

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What is a Valuing SEND Champion?

- Ultimately, the aim of a Valuing SEND champion is to proactively drive forward and support the wider implementation of the Valuing SEND approach in Lincolnshire, with the aim of improving the outcomes of children and young people with additional needs.
- Having Valuing SEND Champions across children's services and education provides a brilliant opportunity for knowledge of the tool to be shared easily with all those working with schools, children and families.
- As of November 2021, Lincolnshire have trained 27 Champions across Children's Services and the wider school community.
- A full list of these Champions is found in the appendices of the guidance document.

Champion *noun*

“**champion (of something)** is a person who enthusiastically supports, defends, or fights for a person, belief, right, or principle”
Cambridge English Dictionary



Role of Champions

The specific role of Valuing SEND Champions will vary depending on their specialism. However, the following list gives you a flavour of the types of activities you may be involved in:

- Ensure shared understanding and consistent approach between settings, schools, and services
 - Support streamlining of procedures in schools and LA services including referral processes
 - Promote strengths and needs-led planning and practice
 - Encourage SENDCOs to hold more meaningful conversations with families
 - Support SENDCOs and other professionals to think differently and identify areas where schools and other settings could improve their support
 - Highlight where a family/setting could work together to meet a child or young person's needs
 - Provide training and skills transfer where needed
- Ensure a co-ordinated approach across settings, schools, services and administration teams
 - Provide a network with other champions to share expertise, good practice, resources and troubleshoot
 - Maximise opportunities for parents and young people to provide feedback on their experiences of the Valuing SEND tool
 - Work alongside colleagues and provide support and challenge during implementation of the Valuing SEND tool
 - Share feedback about use of the Valuing SEND tool with key stakeholders
 - Contribute to workforce development, including skills and knowledge transfer for Valuing SEND e.g. for new starters
 - Evaluate effectiveness of approach to inform any future role of Valuing SEND Champions

Practical Steps for Champions

Where to start?

- ✓ Raise awareness of your Valuing SEND Champion role in your service or team
- ✓ Complete Valuing SEND digitalised tool to create radar
- ✓ Provide initial training session (e.g., at a staff meeting or with peers)
- ✓ Signpost service to resources, instructional films etc.
- ✓ Keep Valuing SEND on the agenda within your service or organisation
- ✓ Support service to promote Valuing SEND in schools
- ✓ Encourage feedback on experience of Valuing SEND
- ✓ Create feedback system; collect good practice examples

Since the training, Valuing SEND champions have planned to:

Deliver a Valuing SEND taster session for our Early Help teams, potentially then going out to health and social care colleagues.

Ensure SEND team request as part of review process

Including a section on Valuing SEND in our SEN Support workshops which are being delivered to across the CCG

Deliver staff training in our next whole team staff training session. We will then be encouraging all our team to mention the Valuing SEND tool in schools and around times of transition.


Introduction to Valuing SEND

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Lincolnshire's High Needs Strategy


- Valuing SEND forms a key part of the High Needs Strategy for Lincolnshire, strengthening the graduated approach.
- It also works alongside and supports the Inclusion Toolkit.



High Needs Strategy for Lincolnshire
Quick Read Version

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Co-produced in partnership with Lincolnshire Parent Carer Forum



We are providing a set of tools to help settings support children and young people with SEND. **Valuing SEND** and the **Inclusion Toolkit** make it easier for teachers in Lincolnshire to understand the needs of children and young people with SEND and to plan the right support at the right time.

Valuing SEND in settings

The tool includes helpful prompts and questions in three different sections:

- ✓ Understanding the child or young person's needs
- ✓ Understanding how well the setting can support the child or young person's needs
- ✓ Understanding how confident the family feels about supporting the child or young person's needs at home

The first two sections of the tool are completed by teachers in the school, and the 'home confidence' section should be completed in partnership with the family.

There are lots of good reasons for using the tool:






It helps families and settings to talk about a child or young person with SEND and how they can be supported	It helps settings look at different ways to help and support a child or young person with SEND	The tool can help to identify any support families may need at home	It helps explore any differences between a child or young person's needs at home and at the setting
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Valuing SEND for families

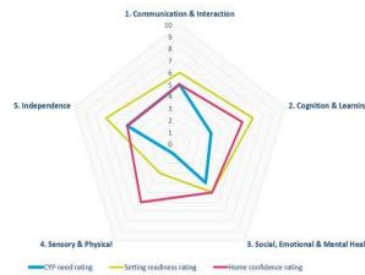
Working with settings, a child or young person's family will be asked to score their confidence between 0 (low confidence) and 10 (very confident to support the child or young person's needs).

There is no right or wrong answer, it is based solely on how confident a family feels.

It is important that the family feel they can be honest, as this can help teachers learn even more about a child or young person's needs and how they might best be supported. A family will be asked about their confidence in meeting the needs of their child or young person in the following areas:

 Communication and Interaction	 Cognition and Learning	 Social, Emotional or Mental Health	 Communication and Interaction	 Independence
--	---	--	--	---

When completed, Valuing SEND provides a radar chart which can be used to discuss and plan the support needed for an individual child or young person.



The **blue line** shows the child or young person's level of need.

The **green line** shows the setting's readiness to meet the child or young person's needs across the 5 areas.

The **pink line** shows how confident a parent or carer feels in supporting their child outside of school and helps identify other support that may be of assistance.

SEND

We have designed an 'Inclusion Toolkit' to help setting in this planning of support for children and young people with SEND. The tool will show the range of help and support available in each of the Valuing SEND areas and will be full of strategies and resources to support SEND teaching and learning.

We will make the Lincolnshire Inclusion Toolkit available to all teachers in Lincolnshire following a pilot with some target settings.

You will find the High Needs Strategy and Inclusion Toolkit on the [Lincolnshire SEND Local Offer](#).

Valuing SEND Journey so far

Valuing SEND was developed by IMPOWER alongside three local authorities in 2019 **in response to challenges** in the SEND system.



Valuing SEND was introduced in Lincolnshire in September 2020 **to improve children's long-term outcomes.**



Lincolnshire SENDCOs **triallyed** the approach **and contributed to its development.**



Increasingly, schools and settings are using Valuing SEND and report that the radar summary of needs **made forward planning more efficient.** One setting described Valuing SEND as **“their one stop shop for SEND”.**

- ✓ When Valuing SEND was trialled in annual reviews in the summer term, a request for special school was avoided in 54% of cases
- ✓ Valuing SEND has become an integral part of the transitions protocol, supporting children to transition from special school to mainstream where they demonstrate a needs profile that might be suitable
- ✓ Valuing SEND provides a common language for SEND across services
- ✓ School and setting feedback is consistently strong

Vision for Valuing SEND

The shared ambition for Valuing SEND is to:

- Improve children's long-term outcomes and inclusion
- Improve the experience of families and professionals across the system

Valuing SEND aims to achieve this by:

- Developing a single, rounded picture of the needs of children and the support they need to succeed and prosper within and outside of their education - from birth to adulthood (across early years, primary, secondary, special and post-16 education).
- Using this as the foundation for planning and commissioning of support, monitoring of progress and evaluation of support at a child and cohort level, and to enable earlier and more co-ordinated intervention.

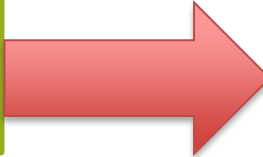
“It is straightforward and captures all the information in a succinct, meaningful way. It's enabled us to sit down with parents and say 'look, we've tried this, but not this, so we're not ready to apply for an EHC plan yet.’”

Lincolnshire Head Teacher

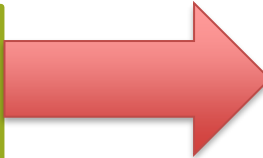
Valuing SEND Aims and Objectives

Valuing SEND will:

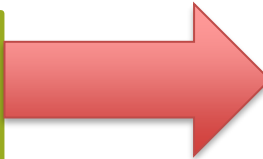
Provide a single, holistic view of every child / young person's special educational needs from 0-25



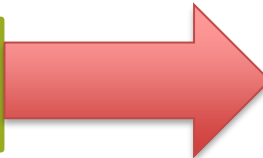
Establish a common codification and rating framework to communicate the type and level of need and show changes



Support education and home settings to evaluate readiness to meet need



Allow progress to be monitored through changes in rating – at child-level, school-level and county level



Ensure that planning for independence in adulthood is prioritised alongside other educational support needs



Enabling:

Clarity and consistency for professionals, parents and children / young people as they grow up and move between settings, anchored in needs

Earlier and more consistent identification of need, to prevent escalation and improve outcomes

Professionals and families are able to work better together to plan actions and support, keep the child or young person at the centre

Professionals and families can see the impact of action, and commissioning agencies can evidence success or understand where there are gaps

Preparation for adulthood is embedded in work with children and young people from an earlier age – shifting the focus from provision to independence

Valuing SEND is a Whole School Approach

Staff use Valuing SEND when:

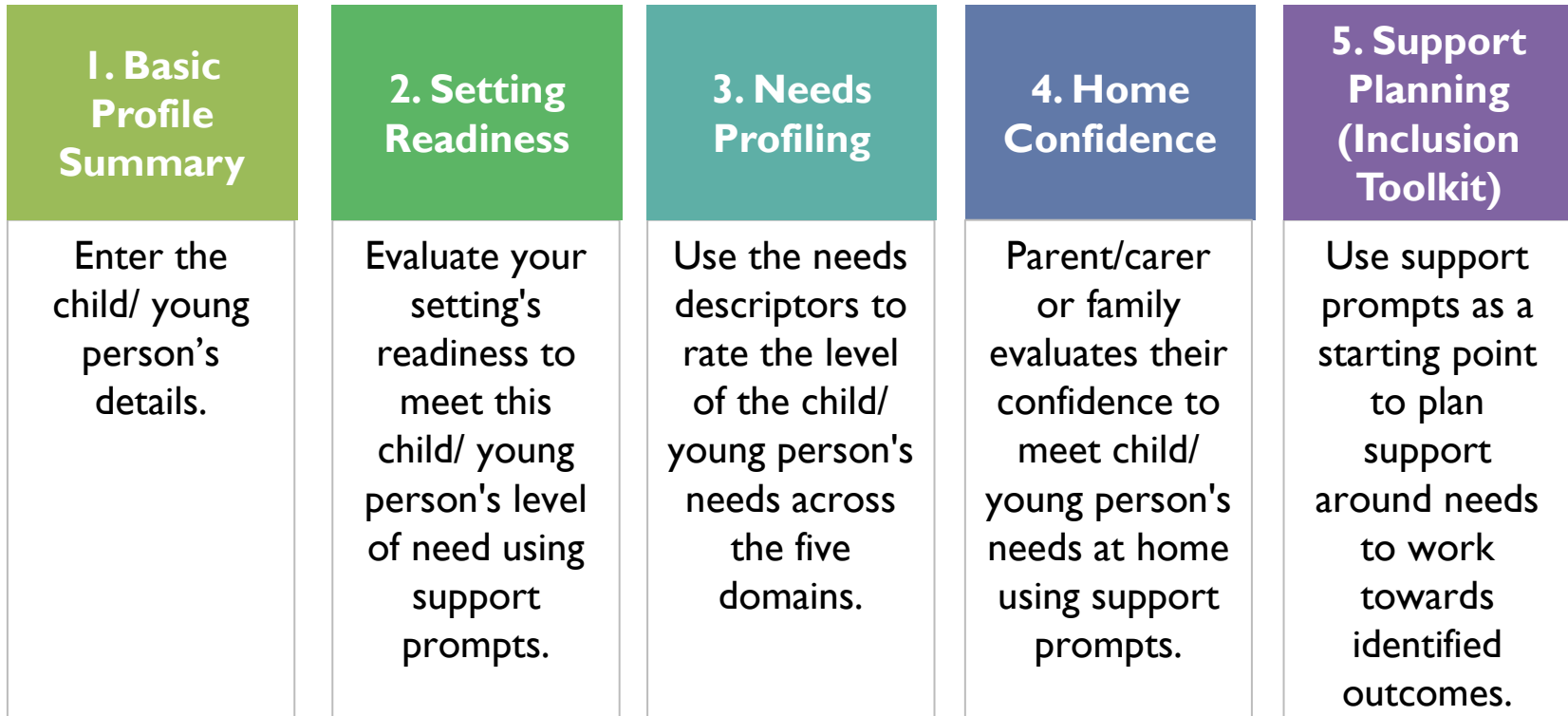
- Greater access to curriculum and school life is needed
- Graduated response is required
- EHCP is in place
- Child or young person is in transition between phases and moving into Adulthood
- Interventions are being reviewed at SEN Support or in EHCP implementation (including Annual Reviews)
- Child or young person is at risk of exclusion

In these cases, Valuing SEND can:

- ✓ Improve quality of conversation around need
- ✓ Inform levels of support and changes to interventions
- ✓ Guide discussions with child and young person
- ✓ Demonstrate progress to child and young person
- ✓ Enable parent and professionals to discuss child and young person's needs and progress
- ✓ Support requests for advice from Ask SALL and specialist services
- ✓ Inform support through observations, learning walks and moderation activities

Valuing SEND Tool at a glance

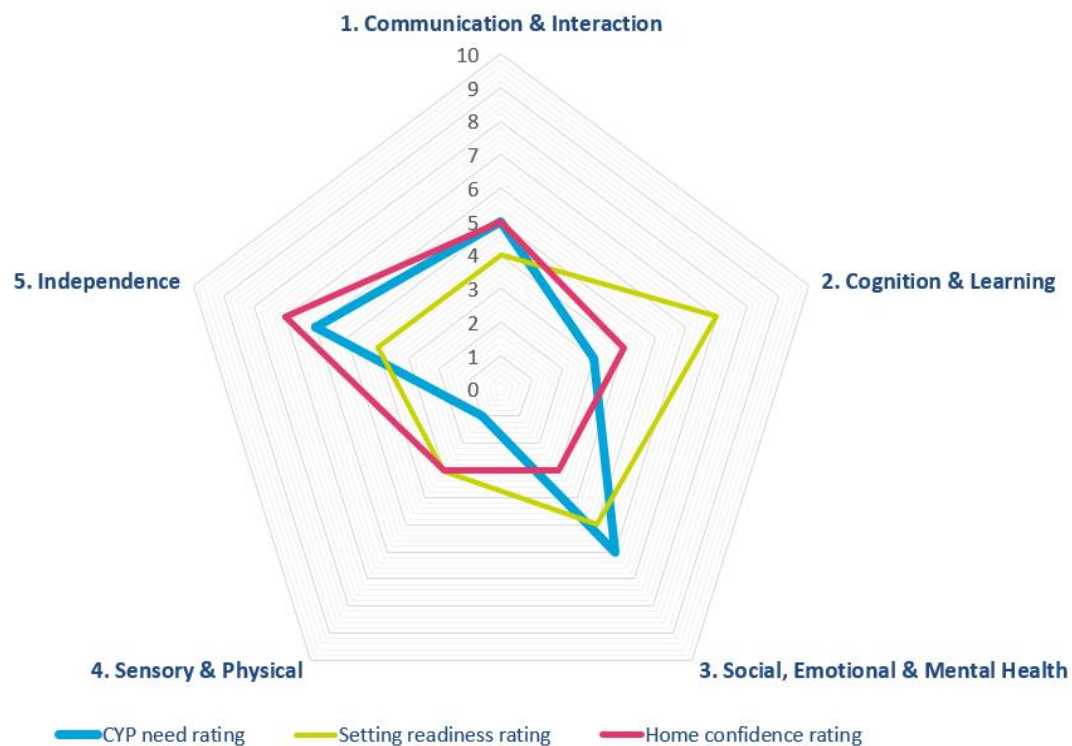
There are five sequential components to the Valuing SEND tool:



Valuing SEND Tool at a glance

The tool produces an 'at a glance' ratings chart which maps:

- The **readiness of the educational setting** to meet needs across the five domains
- A **child or young person's needs** across five key domains - cognition and learning, communication and interaction, sensory and physical, social emotional and mental health and independence
- The **confidence of the home environment** to meet needs across the five domains



Chapter Summary

Key Points on the Introduction to Valuing SEND

1. Valuing SEND was developed by three county councils in collaboration with IMPOWER in 2019
2. **The shared ambition for Valuing SEND is to:**
 - Improve children's long-term outcomes and inclusion
 - Improve the experience of families and professionals across the system.
3. **Valuing SEND aims to achieve this by:**
 - Developing a single, rounded picture of the needs of children and the support they need to succeed and prosper
 - Using this as the foundation for planning and commissioning of support, monitoring of progress and evaluation of support at a child and cohort level, and to enable earlier and more co-ordinated intervention.
4. People in Lincolnshire who trialled the approach felt it would help to promote more inclusive and outcomes-focussed decisions about support.
5. The Valuing SEND approach is being rolled out across Lincolnshire as part of a wider transformation programme which aims to improve outcomes and inclusion for children and young people.

Using Valuing SEND

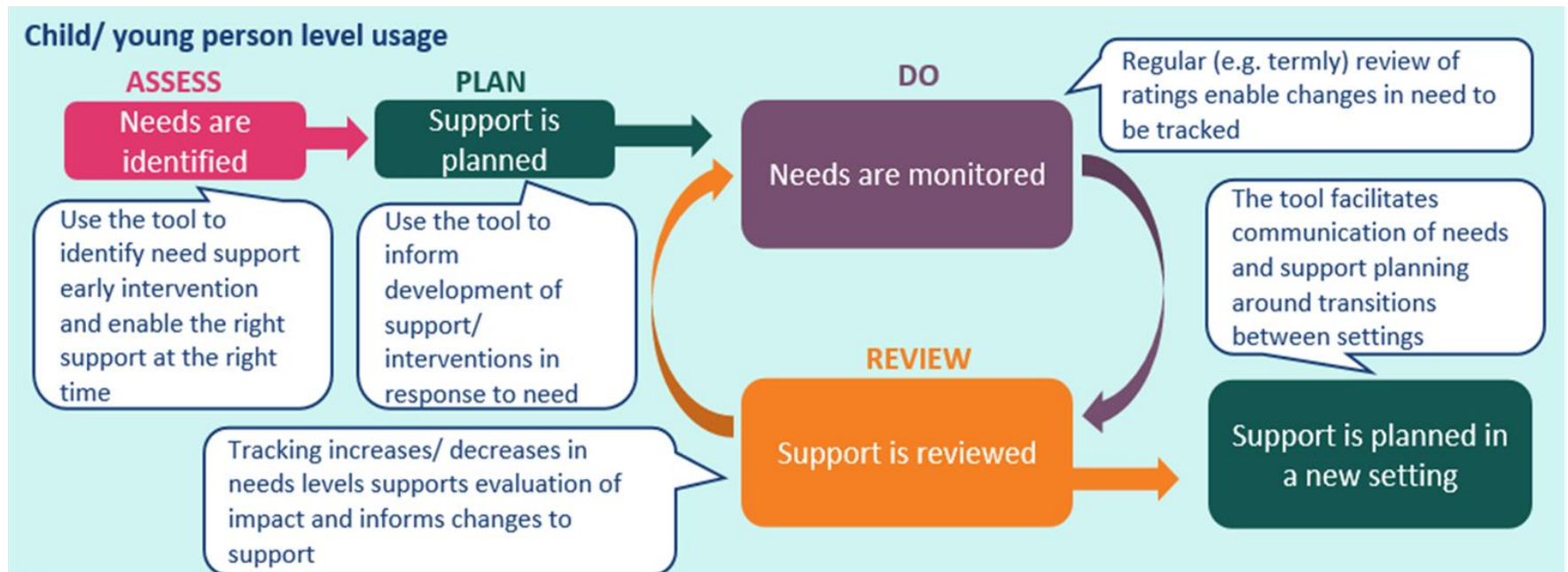
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When to use Valuing SEND?

The tool has been designed for use for **any child/ young person with additional needs**, from birth through to age 25. Whether **in a mainstream or specialist setting** and whether the child/ young person has an Education, Health and Care plan or not.

Consistent use of the Valuing SEND tool will **track how needs change over time**, both for the individual child/ young person, and for the setting as a whole.



When to use Valuing SEND?



Assess: Identify need



Plan: Plan high quality provision and support



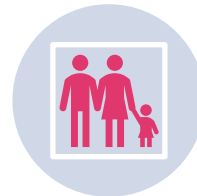
Do: Monitor needs as interventions are delivered



Review: Understand where needs have changed, and support should too



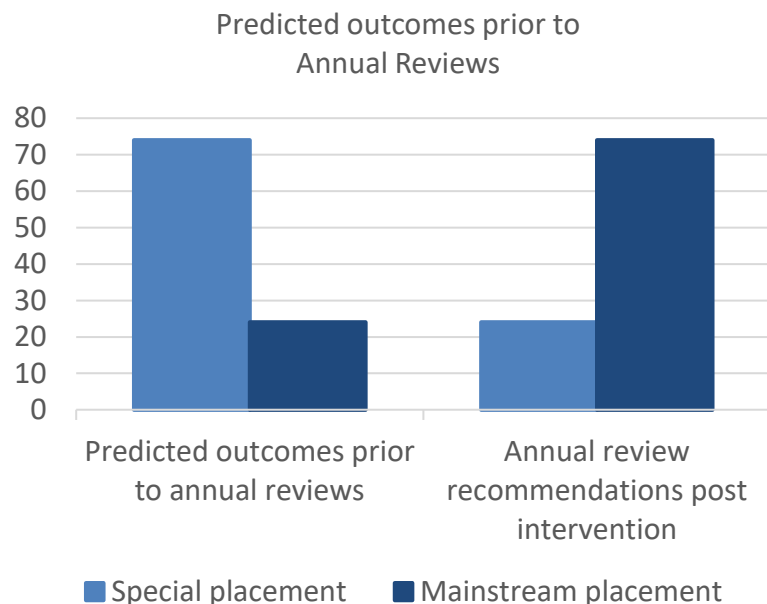
Use the tool when referring to specialist services for advice and support and for statutory assessments



Use the tool to support conversations with parents, carers and families

Using Valuing SEND to improve outcomes at Annual Review

There were 13 Annual Reviews identified by the SEND team for the Annual Review and Valuing SEND Project:



- Caseworker notes on 10 cases indicated that schools and/or parents were planning to request a special school placement.
- The AR process using the VSEND tool demonstrated whether schools were able to meet needs from their current or revised provision.
- Recommendations from the ARs indicated requests for just 3 children to transfer to special and 10 children and young people to remain in mainstream schools.

Training sessions were well attended and SENDcos enthusiastically engaged with the process:

- ✓ 92% of participating SENDcos attended pre-AS planning meeting re:VSEND
- ✓ 84% of participating SENDcos used VSEND for their AR meeting
- ✓ 84% of SENDcos attended reflective huddles

“Active monitoring via this tool for the coming year will provide rich information for the next annual review.”

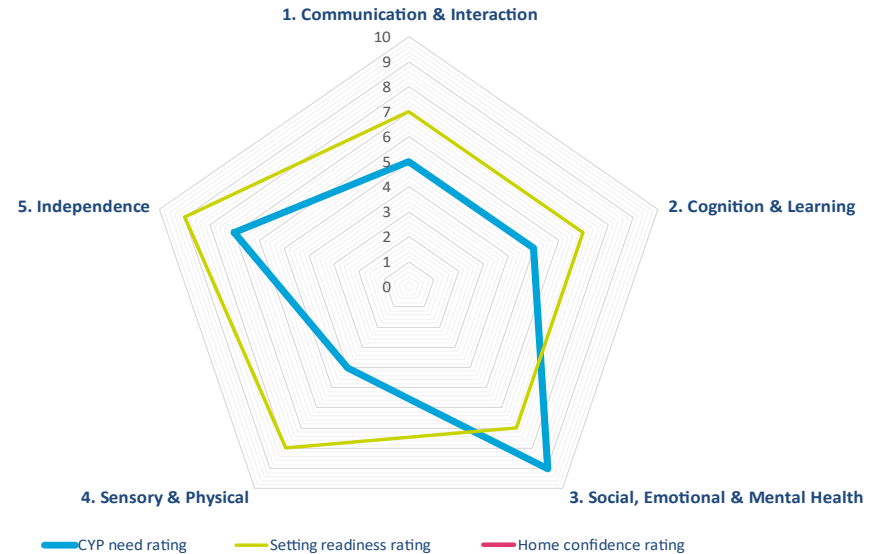
“School staff would not recognise most of SEND interventions so good place to start with setting readiness. This is a good reminder of Quality First teaching for staff”

Using Valuing SEND to improve outcomes



Tom has a diagnosis of ADHD. He displays highly sexualised language and behaviour. Tom's outbursts include swearing and inappropriate touching of peers. Mother reports similar behaviour at home.

The SENDCo had significant concerns that Tom is at risk of permanent exclusion.



Changing the conversation: Valuing SEND and the strengths-based approach

- The review demonstrated that the school's interventions are meeting most of Tom's needs.
- Tom's behaviour is impacting negatively on his progress
- Tom's behaviour is disrupting the learning of his peers
- School has reported to professionals that Tom is at risk of permanent exclusion
- Tom's parent is struggling to support him with diet and behaviour at home
- School is providing Art Therapy.
- The BOSS team is involved with this case regarding Tom's behaviour.

Valuing SEND demonstrates clearly that Tom's needs are being met largely by interventions in his mainstream school

Actions:

- Tom's sexualised behaviour to be further assessed through re referral to CAMHS
- Clarity of roles and responsibilities between services
- Parents to be supported re on line safety at home
- Review of impact of ADHD medication on his weight and behaviour
- Referral to school nursing re weight management
- The amended EHCP to focus on Tom's SEMH needs through a co-ordinated response from specialist services in school and at home

Importance of Strengths Based Approach

GROWTH MINDSET & INCLUSION

@kluiens62



INSTEAD OF THINKING...
(FIXED MINDSET)

- HE IS NOT READY FOR SCHOOL.
- WE DON'T HAVE ENOUGH RESOURCES.
- SHE NEEDS TO BE PULLED OUT TO A SEPARATE SETTING.
- I NEED MORE EDUCATION ASSISTANT TIME.
- WE HAVE TRIED THIS STRATEGY BEFORE.
- I WASN'T TRAINED FOR THIS.



TRY THINKING...
(GROWTH MINDSET)

- HOW CAN WE GET SCHOOL READY FOR HIM?
- WHAT CAN I DO WITH THE RESOURCES I HAVE?
- HOW CAN I MAKE SURE SHE HAS A SENSE OF BELONGING?
- WHAT CAN HE DO INDEPENDENTLY?
- DID ANY PART OF IT WORK?
- WHERE CAN I LEARN MORE?

WHEN A FLOWER DOESN'T BLOOM YOU FIX THE ENVIRONMENT
IN WHICH IT GROWS, NOT THE FLOWER.

Alex Den Heijer



You can find resources on embedding Strengths Based Approach and Reflective Huddles into the use of Valuing SEND on the [Lincolnshire SEND Local Offer](#).

Bigger Picture: Setting, Locality and Local Authority Insight

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Setting Level Insight



- Completion of the Valuing SEND tool for all children/ young people with additional needs will provide a much richer picture of the types of needs present – and therefore of the types of support required.
- Settings should regularly review the needs profiles across the whole setting, within year groups and within classes, to understand the complexity of needs mixes as well as the prevalence of different needs types.
- This information should be used to inform how the setting is planning staff development for the coming year as well as the types of interventions commissioned and where investment is directed.

Locality or Local Authority Level Insight

When Valuing SEND is being used on a large scale, by all schools and settings within a locality, it can be used for strategic commissioning.

Widespread use of Valuing SEND can:

- Map needs across a locality or county
- Provide evidence for commissioning services to localities based on an accurate picture of the needs that exist in that geographic area
- Feed into performance data
- Identify future peaks in demand e.g. requests for statutory assessment
- Identify best practice and facilitate school-to-school support



How to Complete the Digital Valuing SEND Tool

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Background

- 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.
- Following a period of testing and development with schools and settings, the Valuing SEND digital tool went live in November 2021 to support children and young people with additional needs across Lincolnshire.
- 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
Valuing SEND
Online
(Local Offer)

Step-by-step guide
to completing the
Valuing SEND
Digital Tool
(following slides)

Instructional videos
on completing the
Valuing SEND
Digital Tool
(Local Offer)

These resources, along with the full Valuing SEND toolkit, 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. 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.

IMPOWER Signed in as: Rachel Angarano **LOGOUT**

Home Children and Young People Search

Users

Setting Readiness

1. Children and Young People

VSEND Tool

Reports

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	

2.

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
Is child eligible for free school meals?	Social Care Status
Does child have any disabilities?	

Admission details

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

Special Educational Needs

Is child part of SEN unit?	Is child a member of resourced provision?
SEN Provision Type*	Next Review Date

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.

IMPOWER Signed in as: Rachel Angarano LOGOUT

Home
Users
Setting Readiness
Children and Young People
VSEND Tool
Reports

School: **2a.**

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?

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.

Version: **2b.**

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 displays the 'Valuing SEND' tool interface for the '5-25' age group. 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. Communication & Interaction	6
2. Cognition & Learning	5
3. Social, Emotional & Mental Health	6
4. Physical or Sensory	5
5. Independence	4

The 'Communication & Interaction' domain is highlighted with a red box and a red '4.' next to it.


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

5. 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).
6. Decide the setting readiness rating that most closely corresponds to the type of support that your school or setting is able to provide.
7. Enter your final Setting Readiness rating using the drop-down box.
8. 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'.

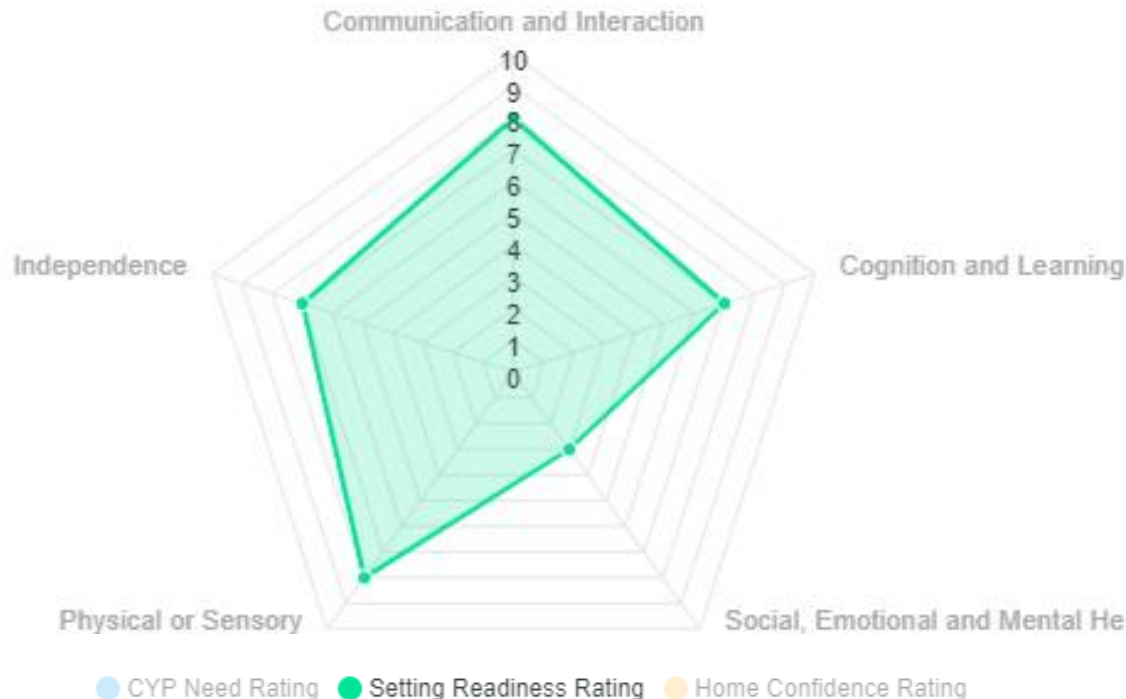
7. Enter C & I Rating:
6

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: <ul style="list-style-type: none">• 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. <ul style="list-style-type: none">• 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. 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." next to it. Below the navigation menu, there are 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, there 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." next to it. On the left side of the interface, there is a vertical sidebar with a grey background containing the following links: "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.

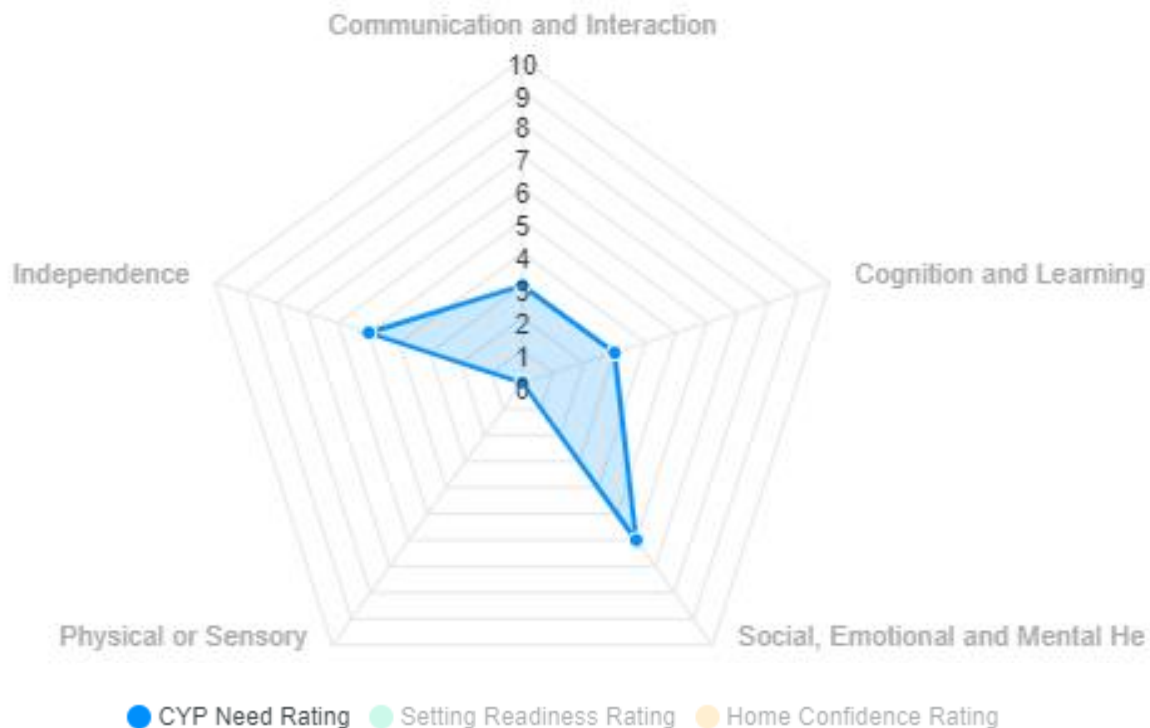
COMMUNICATION AND INTERACTION COGNITION AND LEARNING SOCIAL, EMOTIONAL AND MENTAL HEALTH PHYSICAL OR SENSORY INDEPENDENCE

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

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

Age: 0 Years 2 Months

Tool Version: Early Years

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.

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

4. Completing the Home Confidence Section

- 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?
- 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).
- Enter the final Home Confidence rating using the drop-down box.
- 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.

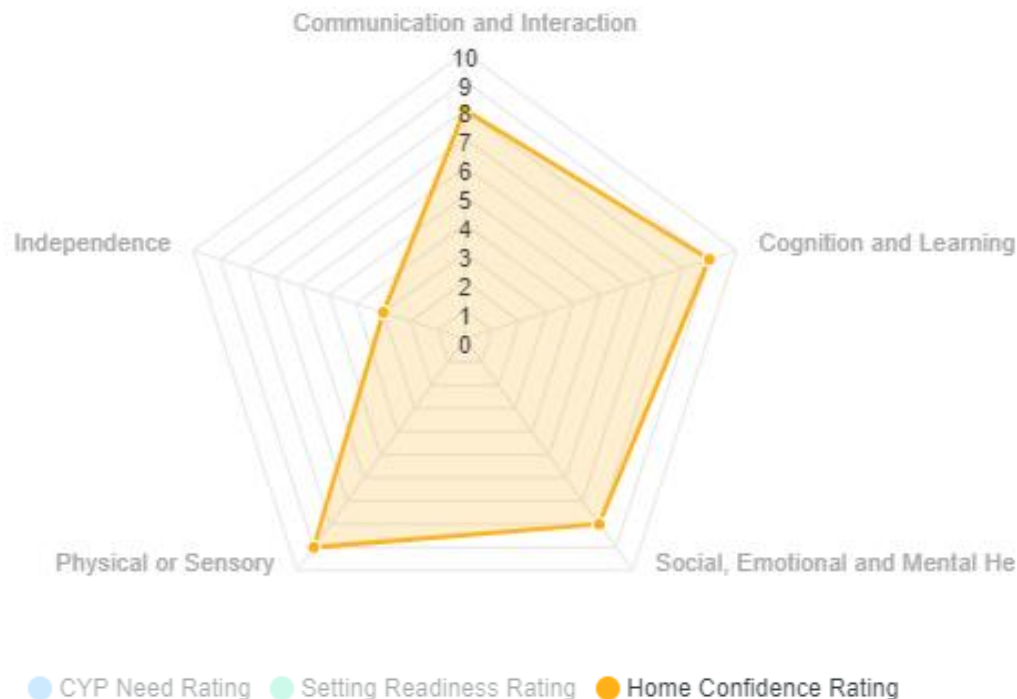
Description

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:

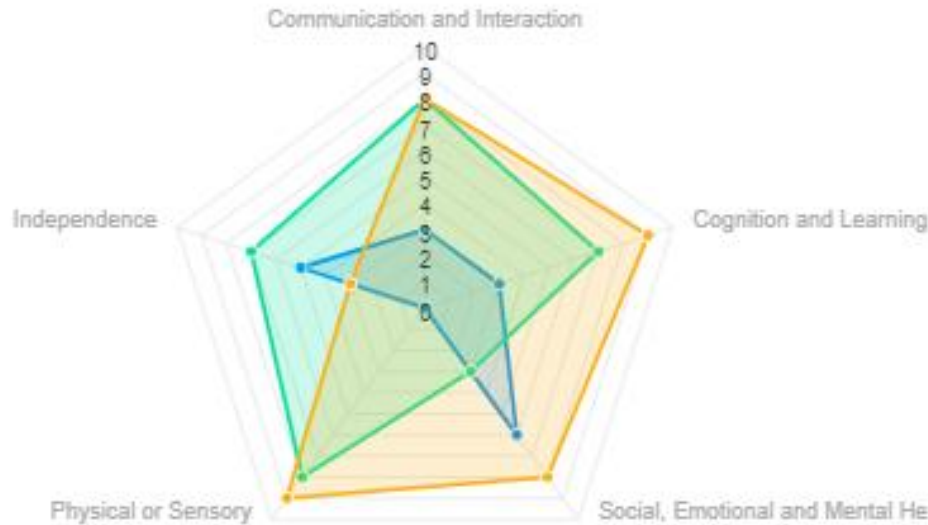


What can this tell us? The family provided very high ratings of home confidence across most domains of need, indicating they are largely confident meeting their child's needs at home. However, they feel much less confident in supporting their child with their independence needs; this presents a clear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

Find this under the 'Summary' tab of the 'VSEND tool'

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. 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

- 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.
- 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.
- Now click on the heading to access the support prompts for each domain of need, starting with 'Communication and Interaction'.

5.

4.

5.

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

EXPORT SAVE CHANGES

5. Completing the Support Planning Section

- 6. 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.
- 7. Below this, the tool automatically generates a series of support prompts based on the need rating that you have given; this is not an exhaustive list but should be a helpful starting point for you when thinking about support planning.
- 8. 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



Call - 01522 553199

Appendix I – Directory for the Valuing SEND Toolkit

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Directory for the Valuing SEND Toolkit

The Valuing SEND Toolkit is a suite of training materials to support the use of Valuing SEND. Some resources are intended for universal use (i.e. settings, families, champions or wider services), while others are tailored to specific audiences and purposes:

Universal

CYP & Families

Schools/Settings

Champions

Instructional videos on completing the Digital Valuing SEND Tool

Step-by-step guide to completing the Digital Valuing SEND Tool

Parent/Carer Guidance on Home Confidence

Guidance for Whole School/Settings on Valuing SEND

Training materials for SENDCOs to deliver in schools

Guidance for Valuing SEND Champions

Valuing SEND Summary Guidance Pack

Guide on accessing Valuing SEND Online

Quick Read High Needs Strategy

Valuing SEND summary for school governors

Graduated Approach Briefing on Valuing SEND Video

'Train the Trainer' Materials

Strengths Based Conversation Prompts

High Needs Strategy and Inclusion Toolkit

Quick Read Parent/Carer Transitions Protocol

Valuing SEND checklist for headteachers and senior managers

Valuing SEND Champions Training Video

Establishing Reflective Huddles

List of Valuing SEND champions (as of Nov 21)

Many of these resources will be available on the [Lincolnshire SEND Local Offer](#).

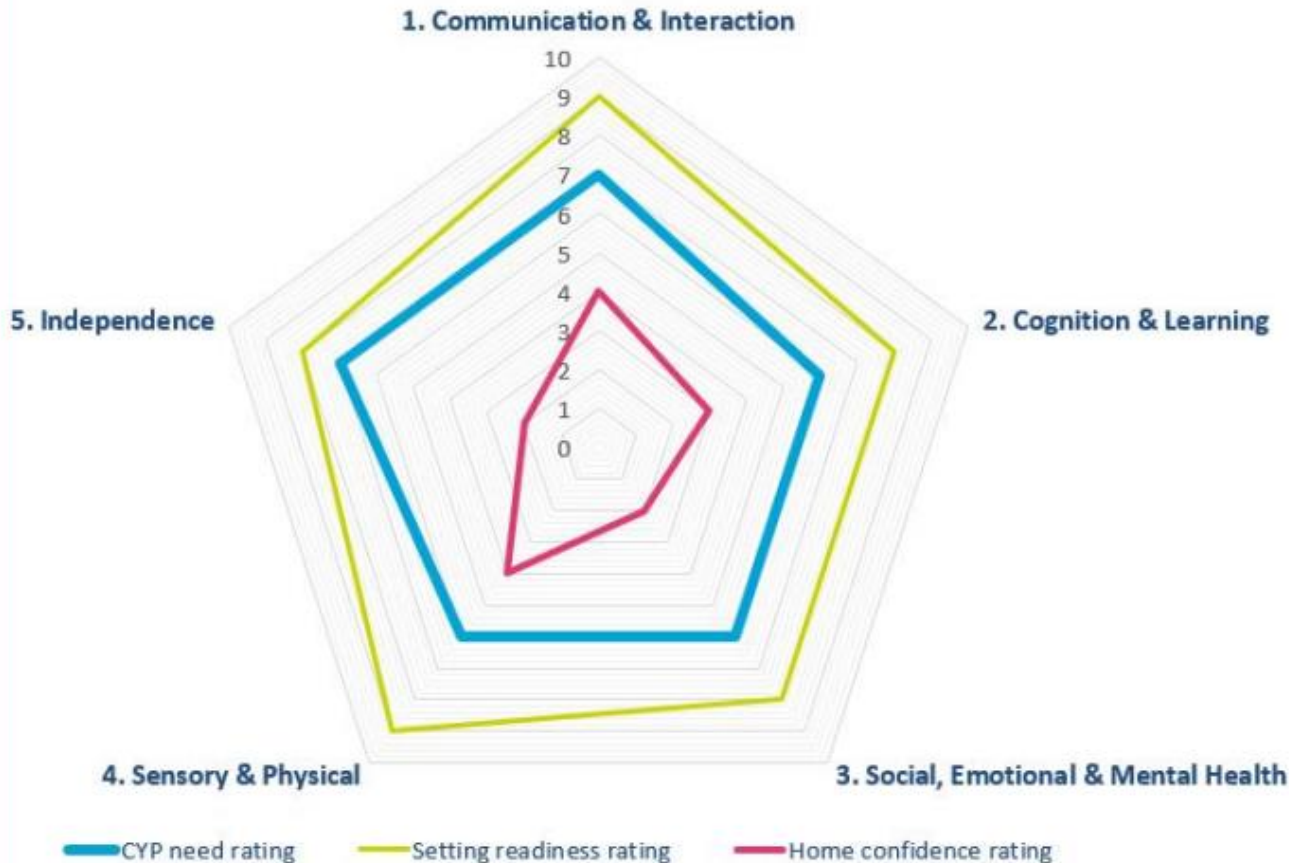
Appendix 2 - Example Ratings Charts for Group Activities

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Example 1

Scenario 1: 'Ben' is in Year 6 at a mainstream school.

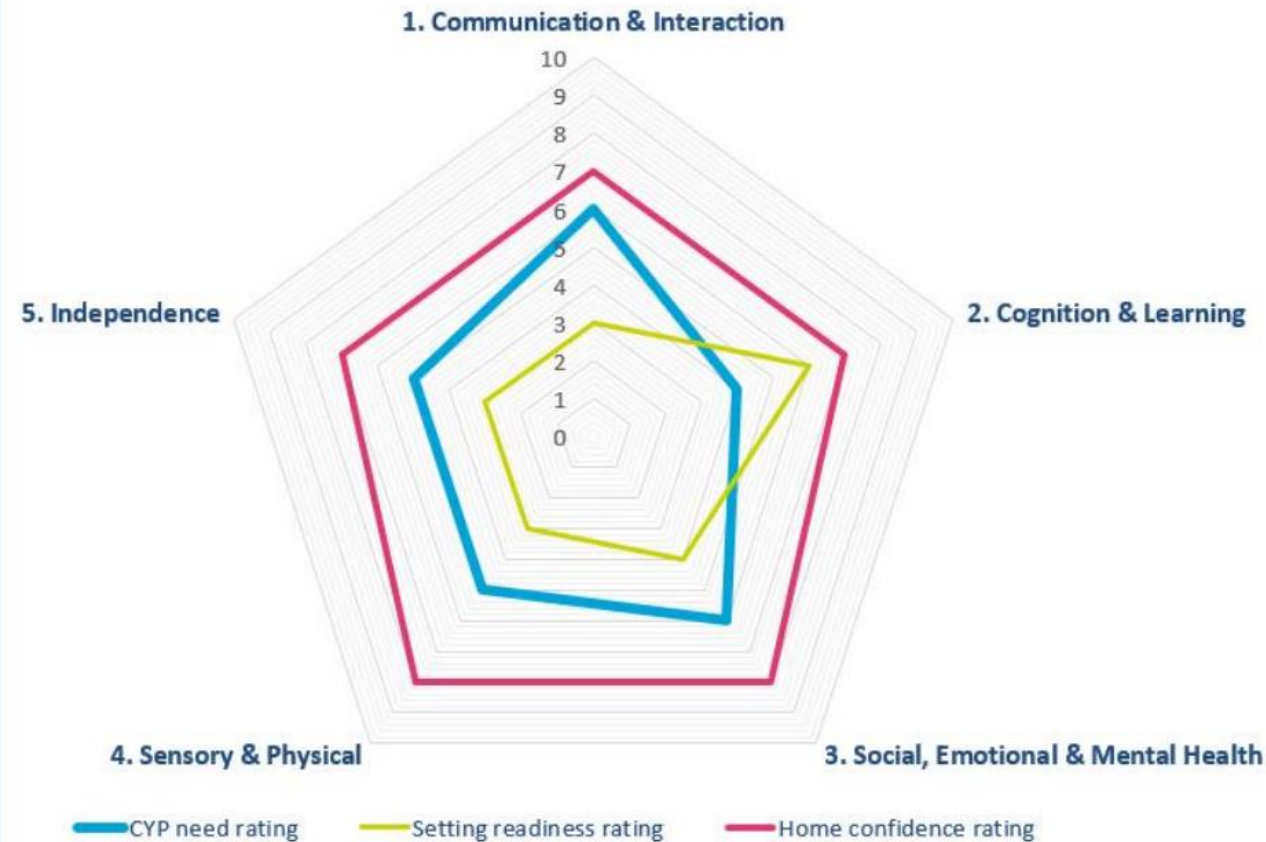


In your group, consider:

1. What does it tell us about the setting's readiness to meet needs?
2. What does it tell us about the child/young person's needs?
3. What does it tell us about the family's confidence to meet needs at home?
4. Based on these insights, what key next steps or actions would you suggest?

Example 2

Scenario 2: 'Alice' is at the start of Year 9 at a mainstream school.

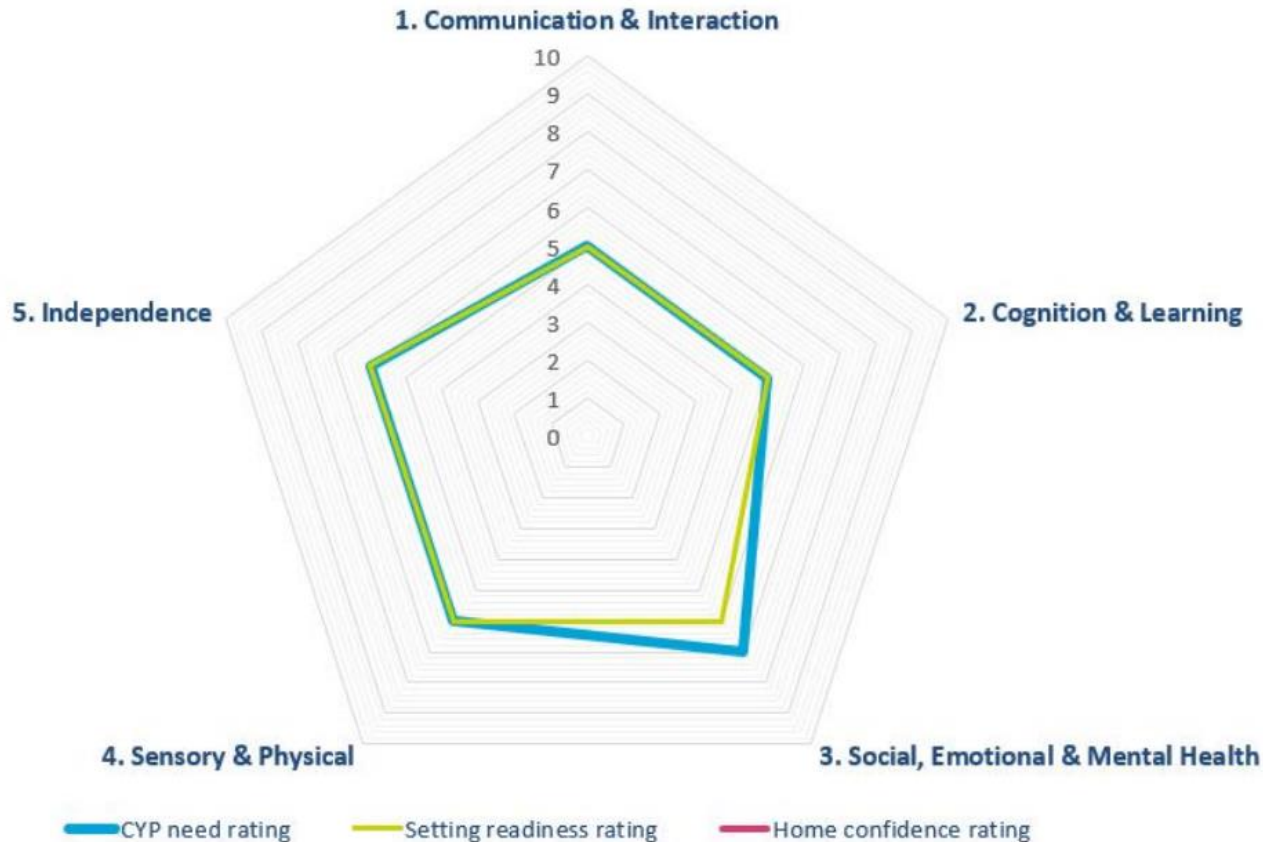


In your groups, please consider:

1. What does it tell us about the setting's readiness to meet needs?
2. What does it tell us about the child/young person's needs?
3. What does it tell us about the family's confidence to meet needs at home?
4. Based on these insights, what key next steps or actions would you suggest?

Example 3

Scenario 3: 'Oscar' is in Early Years mainstream provision.



In your groups, please consider:

1. What does it tell us about the setting's readiness to meet needs?
2. What does it tell us about the child/young person's needs?
3. What does it tell us about the family's confidence to meet needs at home?
4. Based on these insights, what key next steps or actions would you suggest?

**Home confidence not completed due to parent lack of engagement: new to talking about SEND*

Appendix 3 – List of Valuing SEND Champions (as of November 2021)

List of Valuing SEND Champions (1 of 2)

As of November 2021, Lincolnshire have trained 27 Champions across Children's Services and the wider school community.

Name	Team	Contact
Louise Tomlinson	Ask SALL	Louise.Tomlinson@lincolnshire.gov.uk
Joanne Makings	Ask SALL	Joanne.Makings@lincolnshire.gov.uk
Rosemary Durbin	SEND Practice Supervisor (North & South Kesteven)	Rosemary.Durbin@lincolnshire.gov.uk
Ashley Faulker	SEND Practice Supervisor (Lincoln & West Lindsey)	Ashley.Fulker@lincolnshire.gov.uk
Alison Charity	SEND Practice Supervisor (Boston & South Holland)	Alison.Charity@lincolnshire.gov.uk
Claire Gauld	Early Years (East Lindsey)	Claire.Gauld@lincolnshire.gov.uk
Simon Towbridge	Early Years (Lincoln & West Lindsey)	Simon.Trowbridge@lincolnshire.gov.uk
Rosalind Mills	Early Years (North & South Kesteven)	Rosalind.Mills@lincolnshire.gov.uk
Lauraine Leroy	Early Years (Boston & South Holland)	Lauraine.Leroy@lincolnshire.gov.uk
Carol Moore	Early Years	Carol.Moore@lincolnshire.gov.uk
Jackie Ward	Early Years	JackieP.Ward@lincolnshire.gov.uk
Paula Bexon	Early Help, Children's Social Care	Paula.bexon@lincolnshire.gov.uk

List of Valuing SEND Champions (2 of 2)

Name	Team	Contact
Sharon Schofield	Liaise (SENDIASS)	Sharon.Schofield@lincolnshire.gov.uk
Michal McLearnon	Home Tuition	Michal.McLearnon@lincolnshire.gov.uk
Claire Bayne	Home Tuition	Claire.Bayne@lincolnshire.gov.uk
Sarah Lane	Virtual Schools	Sarah.lane@lincolnshire.gov.uk
Emma Taylor	Pupil Reintegration Team	Emmav.Taylor@lincolnshire.gov.uk
Sarah Webster	Specialist Teaching	Sarah.Webster@lincolnshire.gov.uk
Helen Hargreaves	Sensory Education Support (HI)	Helen.Hargreaves@lincolnshire.gov.uk
Emma Hall	Sensory Education Support	Emma.Hall@lincolnshire.gov.uk
Helen Reed	Lincoln St Christopher's School	Helen.Reed@lincolnstchristophers.com
Sarah Robertson	Learn Teaching Centre	Sarah.Robertson@learnteachingcentre.co.uk
Sue Clinton	Lincolnshire Wolds Federation	Sue.Clinton@lwf.lincs.sch.uk
Clair Swinton	St Francis School	Clair.Swinton@st-francis.lincs.sch.uk
Kelly Bramhall	St Francis School	kelly.bramall@st-francis.lincs.sch.uk
Carla Nicholson	Inspire SEND Alliance	Carla.Nicholson@inspire-send-alliance.co.uk
Martin Chatterton	Lincolnshire Wolds Federation	Martin.Chatterton@lwf.lincs.sch.uk