

**VSEND roll out**

**Welcome &  
Introductions**



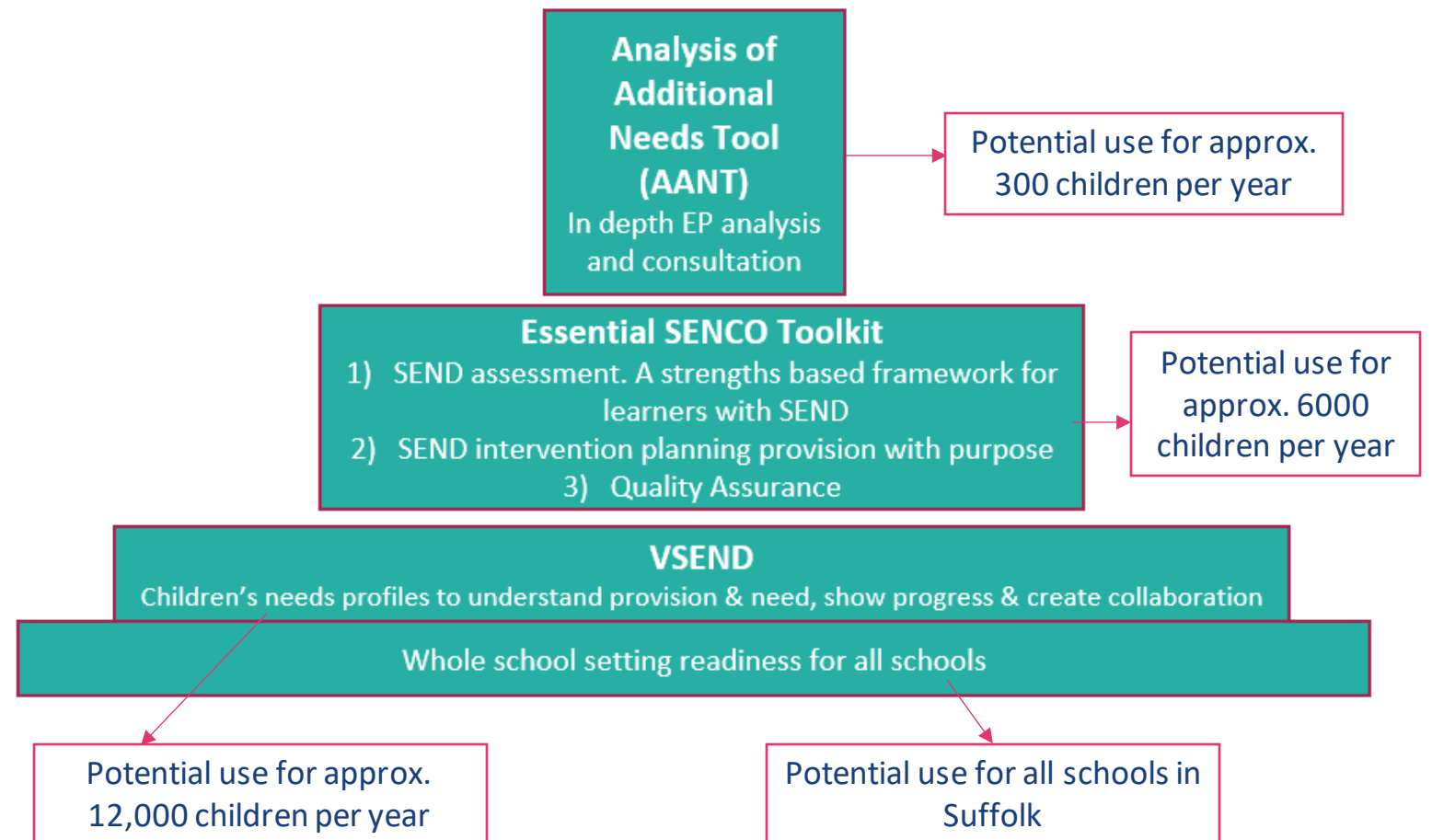
# Introduction to IMPOWER | Who are we?

- Work exclusively with the public sector
- Focus on improving outcomes for people by transforming public services
- Children's and Adult's services are areas we support the most across the UK and Ireland
- Collaborate with frontline staff across the system to identify opportunities to enhance outcomes and reduce demand
- We believe that better outcomes can cost less
- We have been working with colleagues at SCC for the past year to develop and deliver the Integrated Plan



# Introducing the Suffolk Inclusion Toolkit

- The “**Suffolk Inclusion Toolkit**” has been co-developed with schools and SCC staff as a way to **bring currently used tools together and to clearly outline the recognised assessment and intervention tools and approaches in Suffolk.**
- It has been **recognised it would be helpful to see where VSEND and the other assessment and intervention tools** being used in Suffolk (Essential SENCO toolkit and the AANT) **fit within the graduated response.**
- Aligning tools will enable **a shared language and approach across Suffolk** which settings report would be really helpful.



Today we will be focussing on introducing VSEND – You will have the opportunity to hear more about the Essential SENCO Toolkit and AANT throughout the academic year.

# VSEND One Minute Summary

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- Valuing SEND was developed by three county councils in collaboration with IMPOWER in 2019.
- **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
  - 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.
- People in other local authorities who trialled the approach felt it would help to promote more inclusive and outcomes-focussed decisions about support.
- The Valuing SEND approach - including the new digital Valuing SEND tool - is being rolled out in Suffolk as part of the Integrated Delivery Plan which aims to improve outcomes and inclusion for children and young people.
- A Valuing SEND Toolkit has been developed to support those using Valuing SEND.

# VSEND | Suffolk trials overview

*Quotes captured from settings during trial*

- **Since January 2022 Suffolk settings have been completing VSEND tools** for children and young people, with professionals have been **coming together on a weekly basis to share learning and insights**. During these huddles settings have highlighted the positive difference VSEND has made in a range of situations.
- **During the trials 9 settings were engaged** in VSEND, with **56 profiles being completed** across the two trials. This has included input from mainstream primary and secondary settings, as well as an AP setting.
- **Impact logs were completed during the trial**, this provided detailed feedback on the prompts in addition to information about why VSEND was used and the impact it had.
- Within this settings have indicated they have **found VSEND useful and that it made a difference** to the approach and outcomes **in over 90% of cases**.
- **Roll out to all settings started in October 2022** and over **200 setting** have completed their training and have successfully logged in. and started to embed VSEND in their schools.

"Would have been useful to do a few weeks ago as we had already lent towards this decision."

"It allowed a visual picture to help support a conversation with mum about our offer, child's needs and next steps."

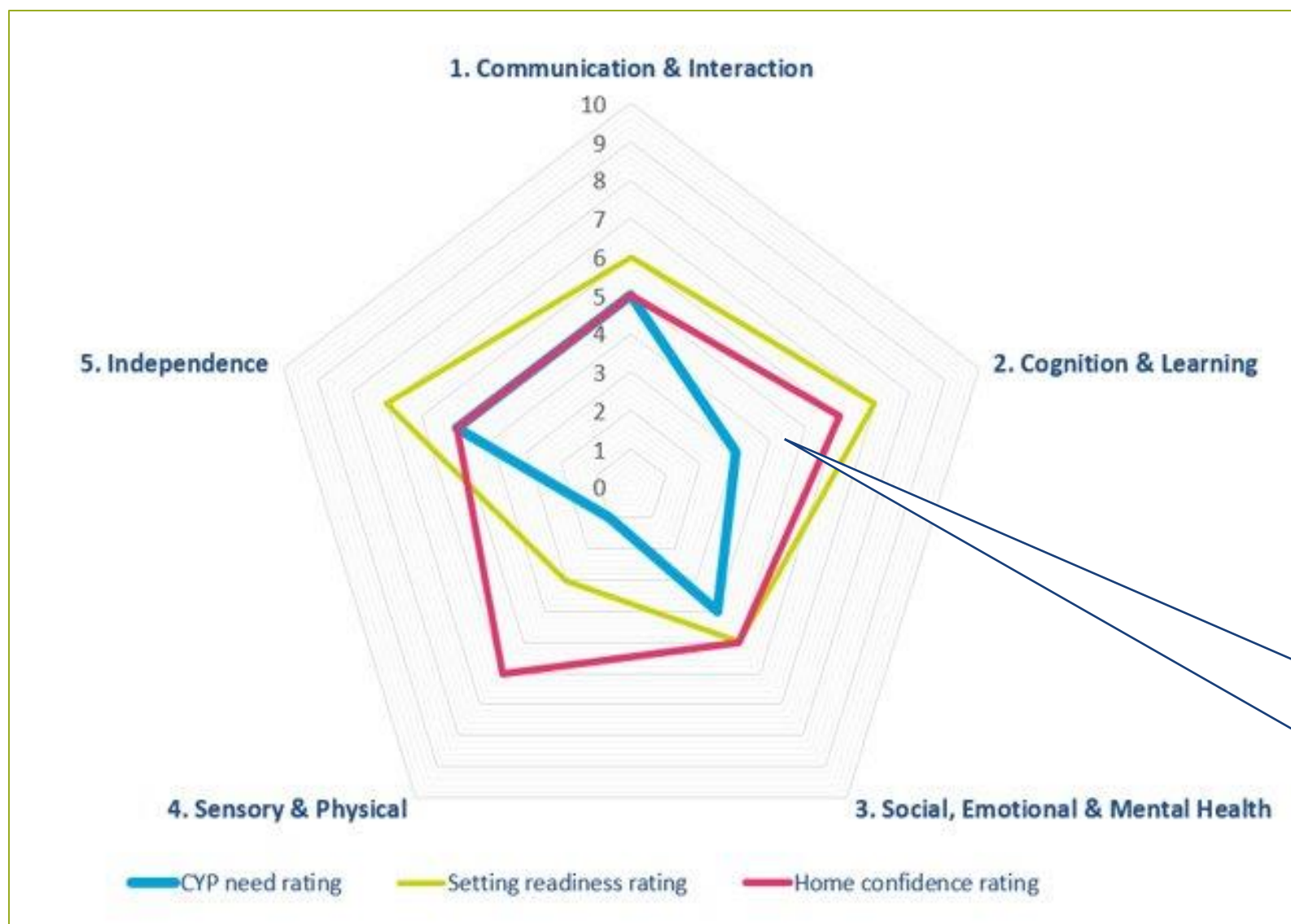
"It allowed a different way to focus transition handover conversation with new school."

"If I had completed this for this child previously we may be in a different place now"

"This works really well for our nursery cohort"

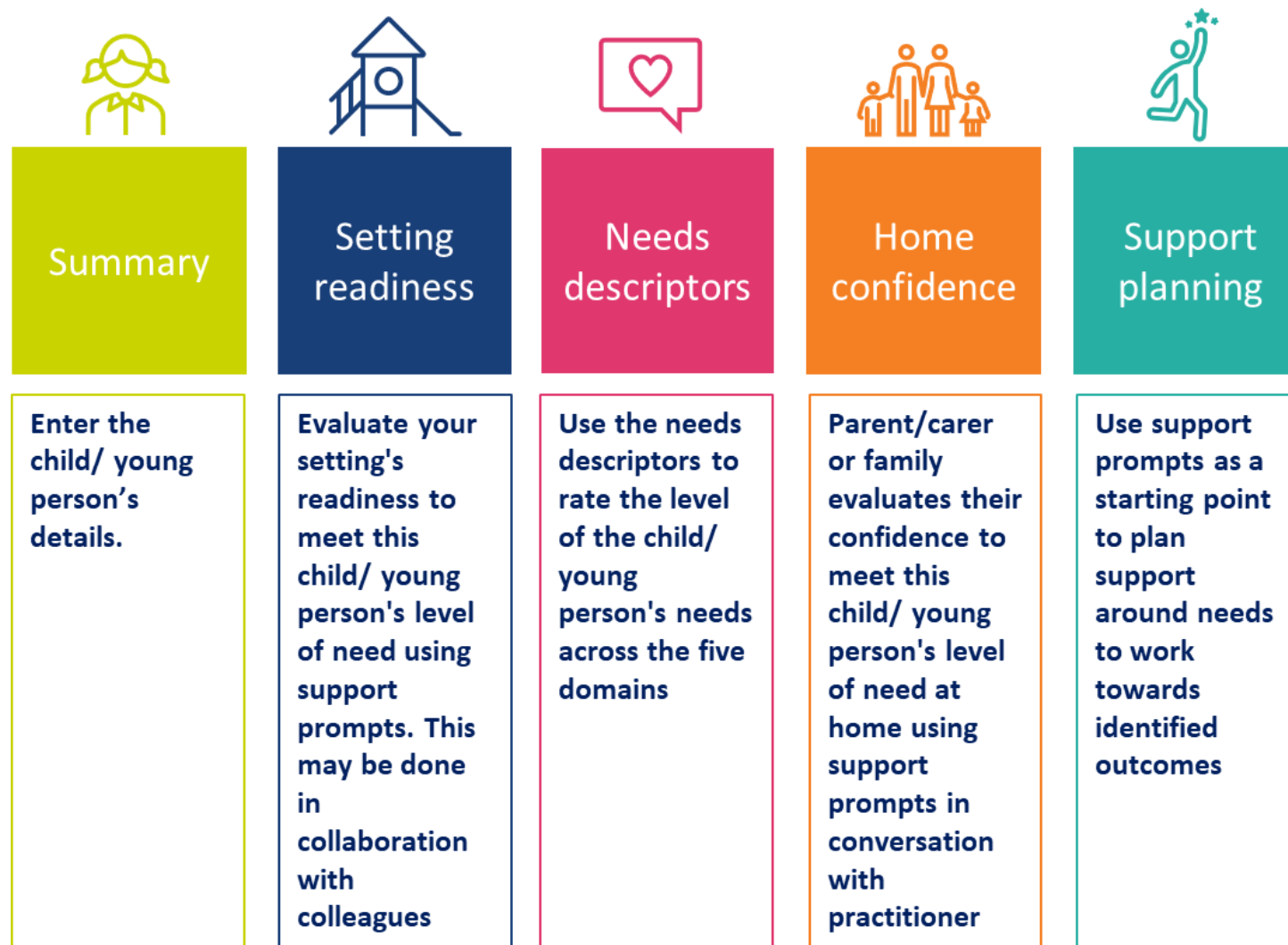
"Parent went to the LA to request EHCNA, it was declined and mum feels stuck. VSEND was used to structure the conversation with her, it was very helpful"

# Valuing SEND | The Framework



The **blue line** represents the needs of the child or young person across the five domains. The **green line** represents the setting's readiness to meet those needs. The **pink line** represents the parent, carer and family's confidence in delivering interventions to support the child or young person's needs.

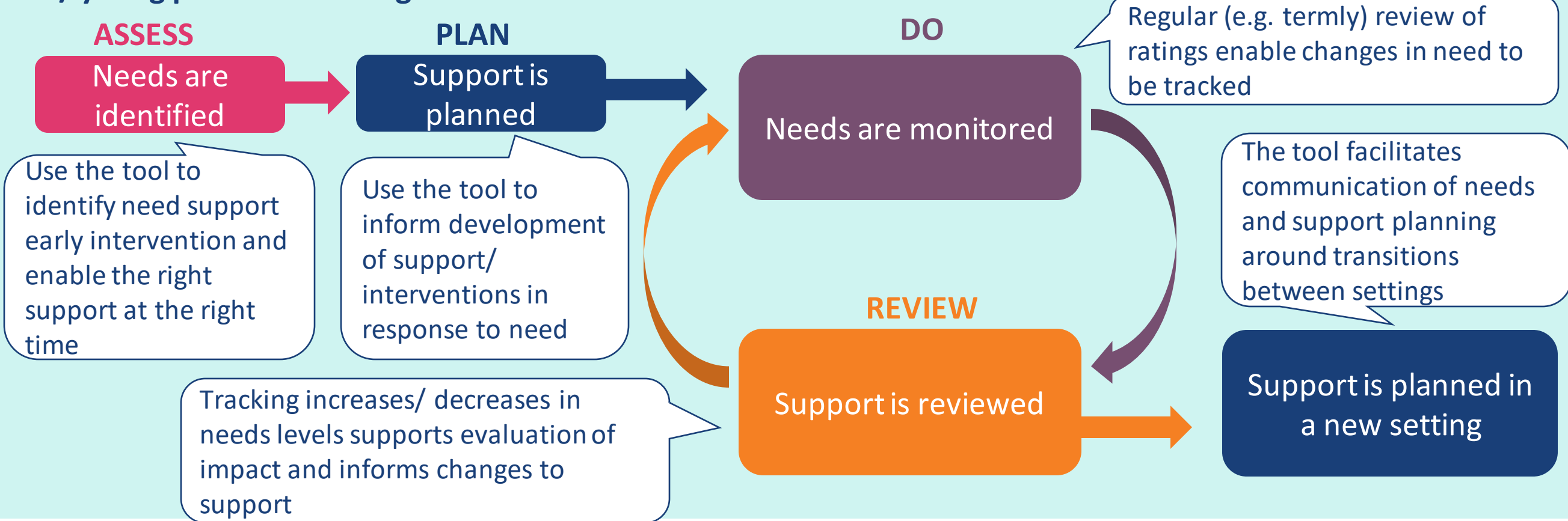
# Valuing SEND | Tool completion at a glance



# Valuing SEND | Use at child level

- The tool can be used for any child/young person with additional needs, from 0 -25, in any setting, regardless of whether they holds an EHCP.
- Consistent use of this tool will track how needs change over time, both for the individual child/ young person, and for the setting as a whole.

## Child/ young person level usage





# Valuing SEND | Supporting Strategic Role of SENDCO

Whole school tool - **understood and used** by all professionals

Establishes **common language** when describing levels of need across all subject areas

**Supports the work of the SENCO** when carrying out learning walks and class observations and training

Identifies **behaviour** associated with learning needs

**Active tracking and monitoring** of young person's progress during SEN Support and from EHCPs to Annual Reviews

Becomes familiar to parents and **assists discussions** with professionals

**Identifies gaps** and areas for further development and training, informing whole school training needs.

Provides **active feedback on provision** and opportunities to celebrate school's best practice

Informs **skills required** when recruiting staff

Demonstrates **School SEND provision** for Governors, SEN Annual Report , website etc.

Shows **pattern of needs** and informs **commissioning** and opportunities to share good practice

Clarifies **requests to Inclusion Advice Line** , and informs phase transitions and referrals to specialist services

# Hearing from a SENCO involved in the trials to date

Sarah Asher – Northgate High School

- **Process** – build setting readiness profile – real benefits – opportunities for a self-audit – identify strengths and areas for improvement.
- Useful to share with **SLT and TA's and whole team**
- **Profile of the child** – best done instinctively rather than spend too long on it
- **Top Tip – save each time!!!**
- **Parents confidence score** – for a parent who feels more can be done in school and to be shared as a powerful visual tool to support the conversation to highlight what is in place
- **Communication with LA** – Visual tool can support the conversation

Rachel Creasey – Pakefield Primary School

- **Setting readiness** is really useful – completed in partnership with SLT – valuable discussion tool – good to get different viewpoints – when doing again will have a cross section of colleagues to add value to the discussion
- **Profile** – was a good communication tool to support the understanding of the child's needs
- **Using EY's** section was useful to access additional support to plot the need
- Used with older child (yr 3) to show how needs **can change and improve** – shows shift for the child and to support conversation with parents at annual review

# Settings have seen the benefits of VSEND and how this could support children's outcomes on a longer term basis

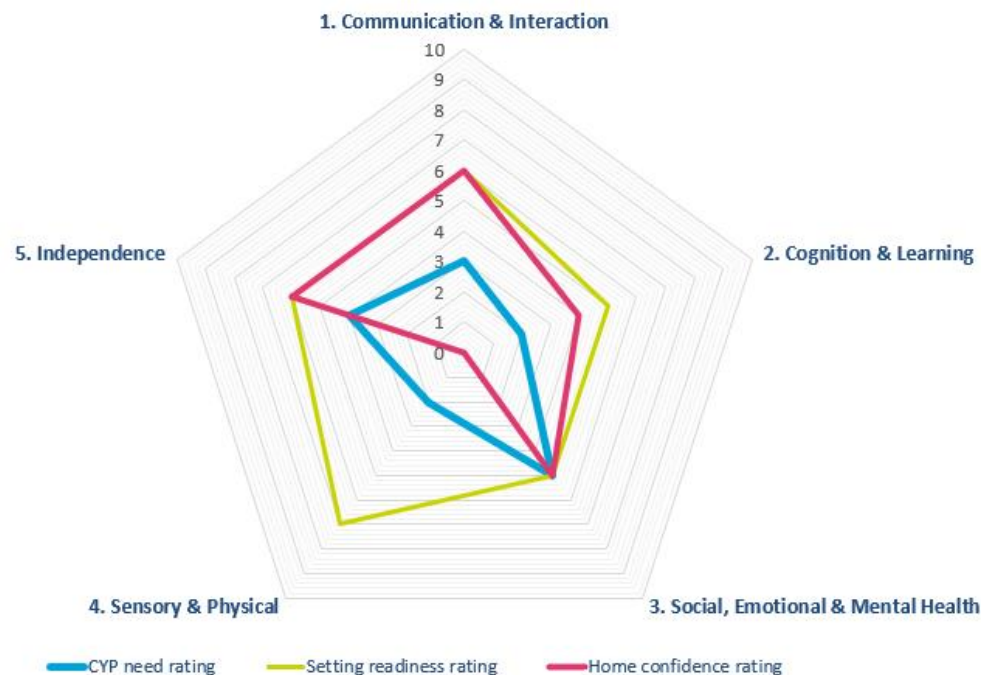
"we are using the tool to support her transition to a new setting, and to help us set up the very bespoke provision we are opening"

"we can use VSEND as part of the evidence for the local authority"

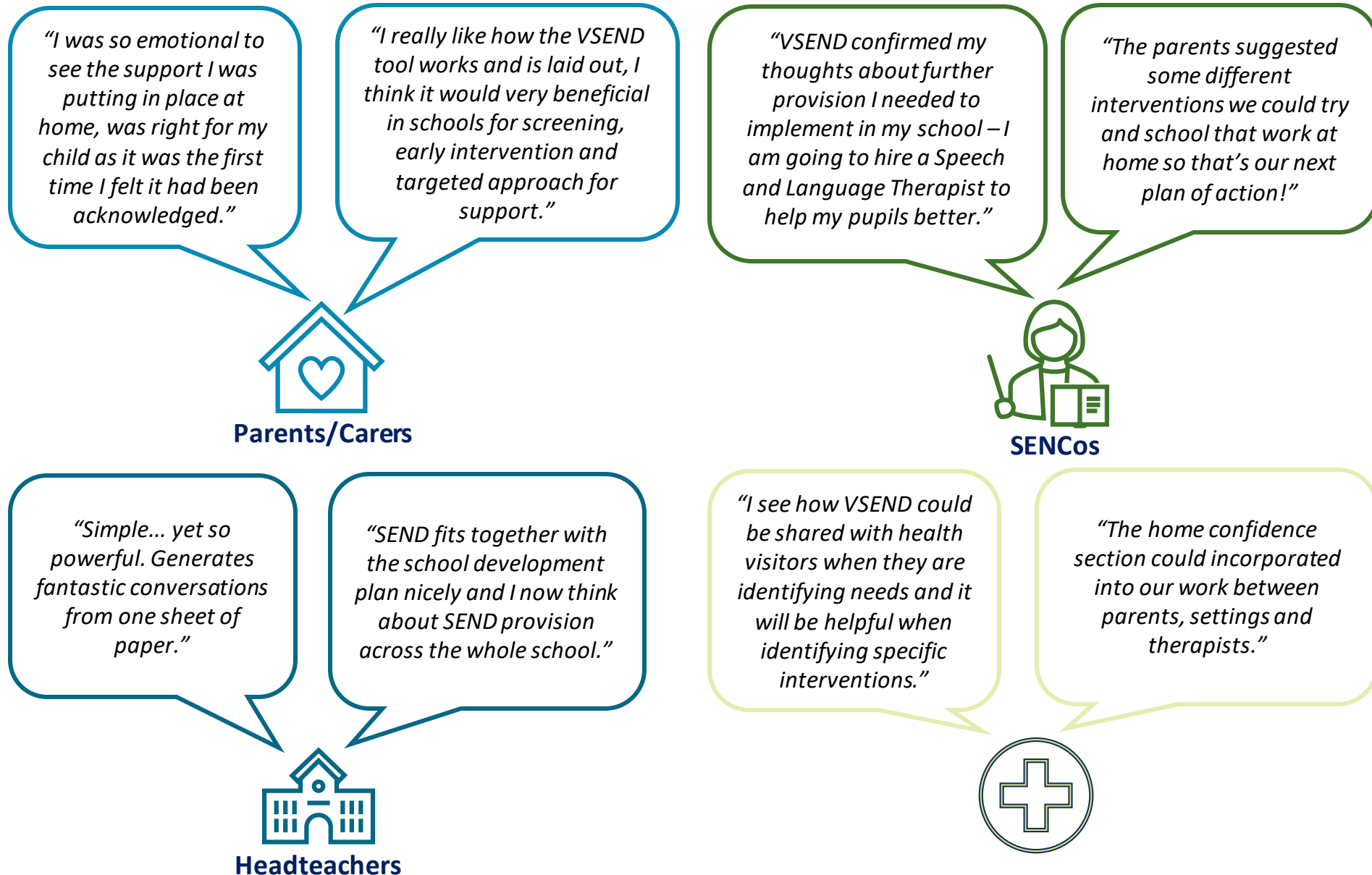
"this is helpful for showing their new setting where they are now and what they have achieved"

Settings have been **sharing feedback throughout** the trials. This has included feedback from SENCOs, as well as a headteacher and CEO of the academy trust involved.

- Settings recognised that **VSEND will help to pinpoint where needs are, and what can be delivered within settings.**
- VSEND was identified as being a good tool to **use as a live document**, seeing progress in scoring over time by **revisiting the tool every term** for example.
- VSEND outputs could be a **good transition document** – for example a mainstream setting could complete and then share with specialist who can then take this live document on.
- Settings recognised the value of using VSEND outputs as part of their **evidence for various SCC panel discussions** if they have already been using this to consider and inform their next steps for a child.
- SENCO recognised the **benefit of completing a needs profile alongside a teacher**, who also found this valuable in **broadening their understanding and awareness of SEND.**



# Valuing SEND | Feedback



# Valuing SEND | Use at setting level

Setting Level

Needs of cohort are analysed and patterns in prevalence identified



Support and specialisms are reviewed



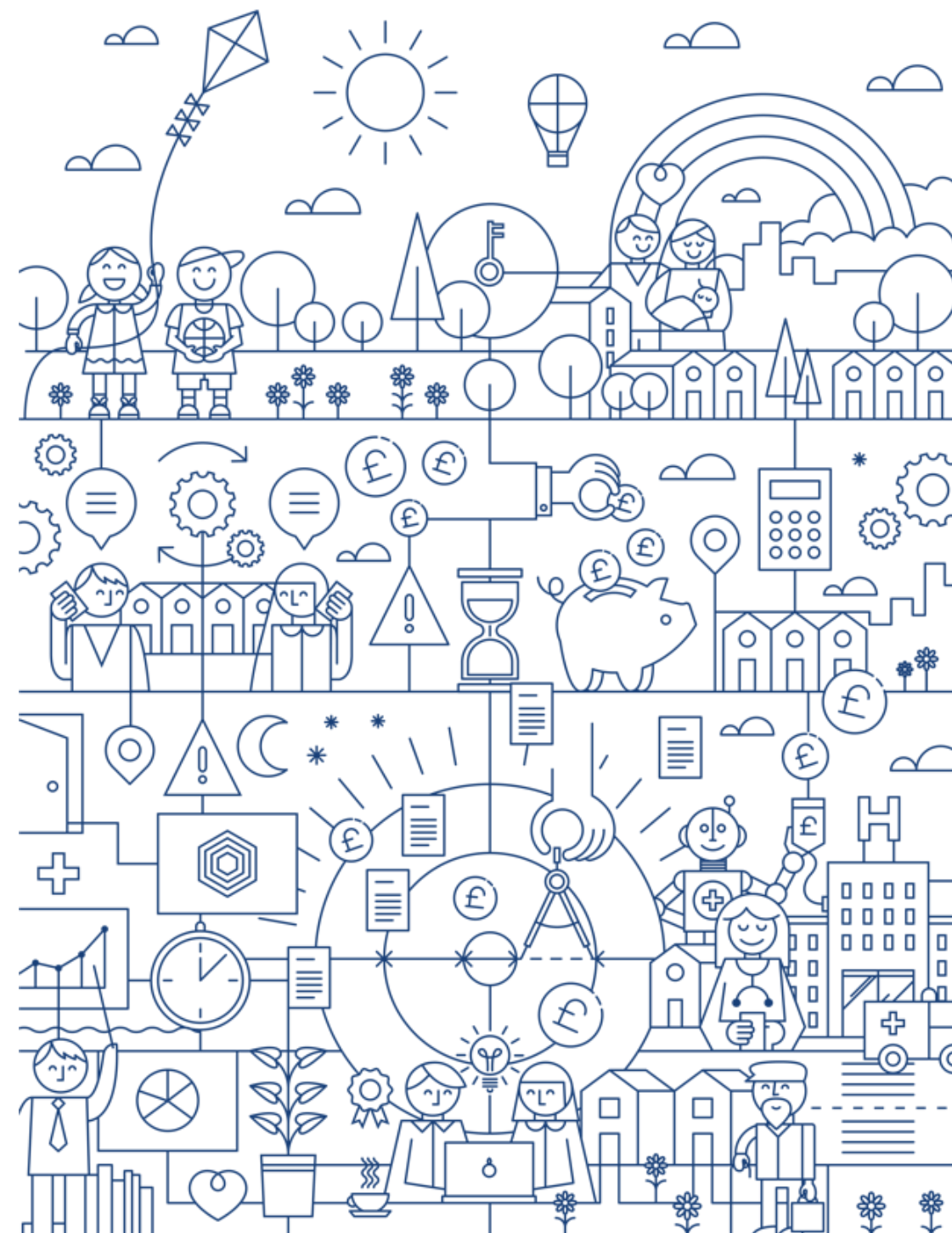
Staff training plans and local provision are tailored to needs

- Completion of the tool for all children/young people with SEN needs will provide a richer picture of the types of needs present and the types of support required.
- Needs profiles can be regularly reviewed across whole settings, years groups and or within classes/cohorts of need and enable a better understanding of the complexity of needs and the prevalence of different needs types.
- This information can inform how the setting is planning staff development plus the types of interventions commissioned and where investment is directed.

## Strategically...

This data can provide us with rich area level insight and help us to identify, and better respond to the needs of children and young people across Suffolk throughout their educational journey.

## VSEND online tool



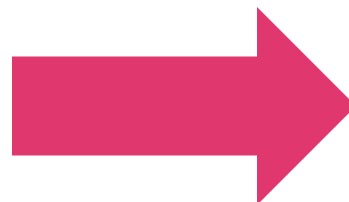
# Valuing SEND | Aims and objectives

## Valuing SEND will:

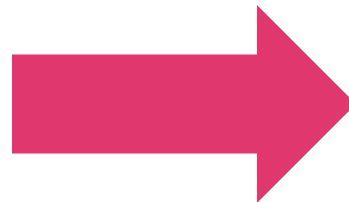
Provide a single, holistic view of every child / young person's special educational needs from 0-25



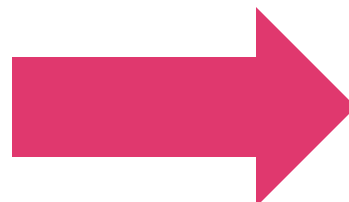
Establish a common codification and rating framework to communicate the type and level of need and show changes



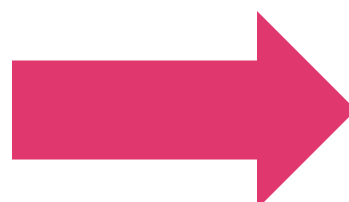
Support education and home settings to evaluate readiness to meet need



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

## Completing the Valuing SEND tool





# Completing the Valuing SEND Tool

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



# The importance of completing setting Readiness section

SENDCos complete whole school/ setting readiness for each domain

All Staff work together or separately to agree setting readiness ratings for whole school, not individual child.

Schools review profile of skills and experience of school staff in order to deliver agreed level of interventions

Schools update SEND Development and Training plans

SENDCos support school staff to use interventions through training, modelling, coaching etc

SENDCos review setting readiness annually or when adding interventions/new skills

Schools share information with parents, Governors and services and include in annual SEND Report etc.

Services will receive information of schools' setting readiness and interventions used to support CYP

Referrals to services will demonstrate interventions used to meet individual needs

School/setting now ready to plan and support individual children and young people

# Complete the Setting Readiness for your school

## Communication & Interaction

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

Rating Given: 6

Enter C & I Rating:

### Description

### Level

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

1. Setting readiness should be completed in discussion with senior staff members, including the school SENDCO and anyone else you feel needs to be involved.
2. As mentioned, VSEND tool has five domains of need and you must provide a setting readiness rating for each one; these are rated from 1-2 (lowest level of Setting Readiness) to 9-10 (highest level of Setting Readiness).
3. Decide the setting readiness rating that most closely corresponds to the type of support that your school or setting is able to provide.

**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.

# Create a profile for a child or young person

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. 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. Below the header is a navigation menu on the left with options: Home, Users, Setting Readiness, Children and Young People (highlighted with a red box and a red '1.'), VSEND Tool, and Reports. The main content area is titled 'Children and Young People' and features a search bar with a magnifying glass icon and the text 'Search'. To the right of the search bar is a red box containing a plus sign icon and a red '2.'. Below this is a table with the following columns: Unique Pupil Number, Unique Learner Number, Forename, Surname, School, and Date of Birth. The table contains three rows of data:

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	

# a) How to create a new profile for a child or 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.

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
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**Special Educational Needs**

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

4. **ADD CHILD** CANCEL

# Suffolk Privacy Notice!

**IMPOWER** Signed in as: Test Account **LOGOUT**

Home INTRODUCTION SUMMARY **PRIVACY NOTICE** NEEDS PROFILING SETTING READINESS HOME CONFIDENCE SUPPORT PLANNING

Users

Setting Readiness

Children and Young People

VSEND Tool

Reports

Please confirm that you have issued a privacy notice to all people mentioned in the assessment aged 12+

Name of person who issued the privacy notice  
Required

Date the privacy notice was issued  
Required

More information can be found at the following link: <https://www.suffolk.gov.uk/about/privacy-notice/children-and-young-people-services-privacy-notice>

**SUBMIT**

- 1) Please ensure you share the Suffolk privacy notice to any children/young people mentioned in the assessment
- 2) Confirm you have shared this, and input your name and date.

# Complete a child/young person's needs profile

Enter Rating: Recommendation: 0

0

Brief Outline of Needs:

Maximum of 2000 Characters

0

**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"/>

**SAVE CHANGES**

The next section of the Valuing SEND tool sets out a child/ young person's level of need. If a child is in reception, you may want to use the Early Years Valuing SEND tool if they feel more relevant.

1. Enter a 'Brief Outline of Needs' for the child of 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.
2. Review all the descriptors and statements under each sub-section of the 5 needs domains. The descriptors are rated from 1-2 (the lowest level of need) to 9-10 (the highest level of need).
3. 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. Not all of the descriptors in the rating range will apply to the child/ young person.

# Complete a child/young person's needs profile

COMMUNICATION AND INTERACTION

COGNITION AND LEARNING

SOCIAL, EMOTIONAL AND MENTAL HEALTH

PHYSICAL OR SENSORY

INDEPENDENCE

Enter Rating:

Recommendation: 3-4

4. 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.
5. Use your **professional judgement** to determine the final need rating for each domain of need. 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

**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.



# Complete Home Confidence with Parents/Carers

## 1 Communication & Interaction Confidence

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

Rating Given: 8

Enter C & I Rating:

### 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

1. For each of the domains of need, parents/carers should decide their level of confidence 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).
2. To help them decide their confidence level, they should consider the following questions:
  - 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?
3. In practice, this section should be completed by parents and carers in conversation with a lead professional.

# Valuing SEND Digital Platform

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We will now look at an example to show how the different element of the tool works. We will be going through:

- Setting Readiness
- Children's Needs
- Home Confidence

client (unify.ws)

SCC will set up an account using your email address and will provide you with a temporary password (you can change this later). Please look out for an email confirming this (or look back at one already received)

# Next steps |

## Logins for VSEND online:

SCC have set up accounts using your email address and will provide you with a temporary password (you can change this later). This will be shared with you after the session if not already.

## Next Steps:

- **SCC to share log in details** and slides following session
- **SENCO to complete setting readiness** part of tool following discussion with staff and senior leadership team
- **SENDSCO to include radars in all referrals for services, panels and assessments**, including statutory assessments
- **SENDSCO to draw up timetable** to embed VSEND across whole school, including deciding on priorities for completing profiles
- **SENDSCO to monitor implementation of VSEND** and keep on staff meeting agenda, including sharing VSEND whole class/ school reports and agreeing any actions.
- **SENDSCO to review SEND Training and Development Plan** to address any gaps identified following discussions on setting readiness in relation to whole school SEND profile.
- **SENCO to inform parent/ carers** about VSEND through website, newsletters, through casework
- **SENDSCO to inform Governors** and work closely with SEND Governor on Annual report and training and development plans.
- **SENDSCO to feed back to SENDSCO Forum** and Champions to problem solve and share best practice.

# Identifying children/young people

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When deciding when to start using VSEND you might consider:

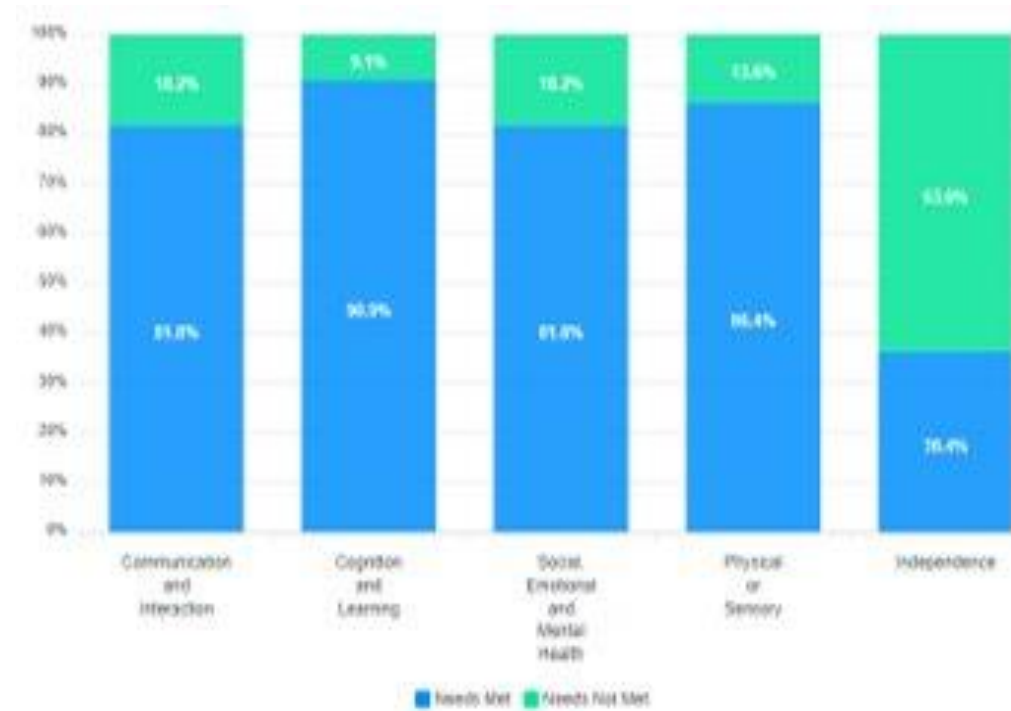
- Any child/ young person who you are going to refer for an EHC needs assessment
- Children /young people with EHCPs which are due for Annual Reviews, particularly including transition decisions
- Children/young people where there may be discussion/thinking/opportunity regarding step down in support
- Any child/young person's cases which received a 'no' to assess / 'no' to plan
- Any child/young person who you are considering a "step up" / increase in support
- Any child/young person who is at risk of exclusion
- Any child/young person where this may support a wider understanding of the (e.g. parents feel more confident in setting ability to meet need)

Or you may want to start with a particular class or cohort.

# Valuing SEND | A whole school approach

## Valuing SEND can be used to:

- Better understand and define your support offer through completion of the setting readiness profile
- Identify and track trends in needs / provision across cohorts / year groups
- Inform decisions on training and development as well as commissioning of additional support
- Raise confidence of staff in supporting pupils with SEND or suspected SEND, working with families and promoting inclusive approaches

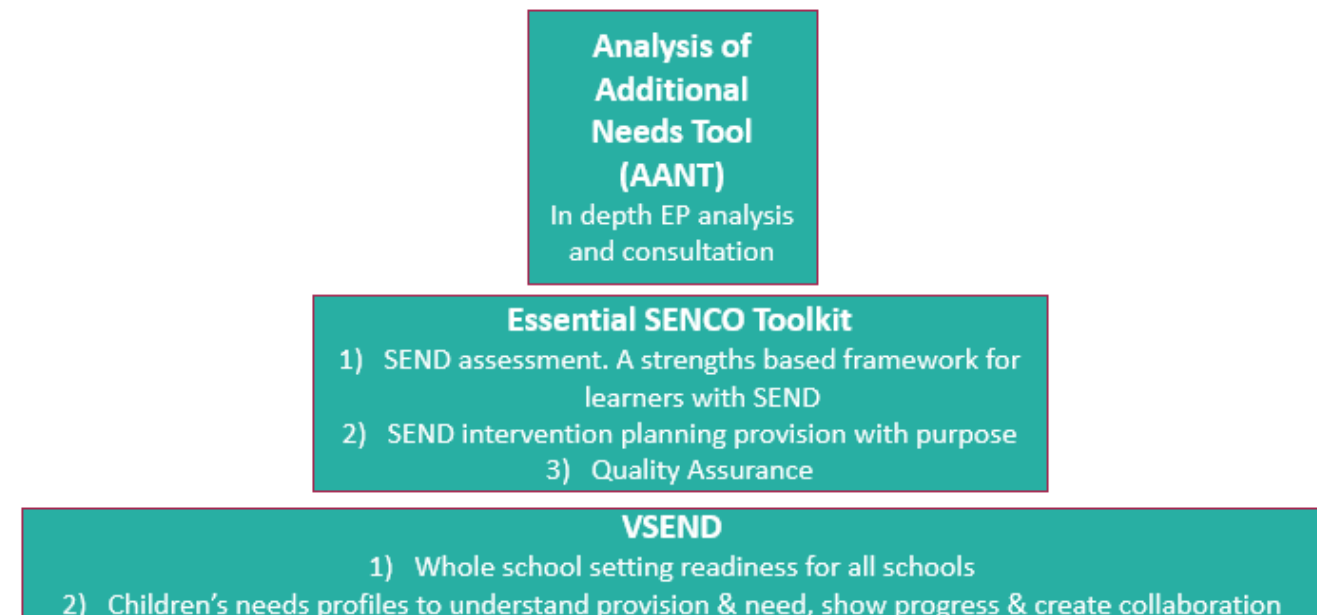


### At area-level:

- Local authorities can use the data Valuing SEND generates to understand needs / provision at area-level and to inform strategic commissioning and decision-making

# What next in Suffolk? | The longer term ambition for the Suffolk Inclusion Toolkit including VSEND

- Beyond rolling out VSEND to schools through the training and huddle schedule it will be important for SCC to begin to **strategically embed the use of VSEND** (plus the Essential SENCO toolkit and the AANT) **across the High Needs System**.
- This could include considering the role of VSEND outputs in **panel** discussions, during conversations with the **Inclusion Support Line**, and as part of the **annual review** process for example.
- **Champions and trainers will play a key ongoing roll** in supporting VSEND in Suffolk, and embedding this across the system.
- **Staff across Inclusion Services will be a key messenger** throughout the roll out of VSEND, and briefings have been taking place with staff across the service to provide them with an introduction to VSEND and plans for roll out.



# VSEND On going support

- **In order to support you to embed VSEND** in your setting, Wrap Around Support is being developed and held centrally and will include:
- **Support to link with settings** in your area that have been to the training or involved in our trials.
- **Invitation to Huddles** where you will be able to share your experiences of how you have used **VSEND/Setting Readiness**
- **Additional Themed Huddles** are now being offered fortnightly to focus on Annual Reviews, Requests for Stat Assessments, ECHNA requests, Children at risk of exclusions
- **8 SES Trainers and 2 VSEND Champions** who can support you with VSEND. If you have any queries, please reach out to them. Contact details will be shared.
- **Support from Unify** with any log in difficulties– firewalls, authentication process etc.
- **Frequently Asked Questions and Answers & On-line training resources**
- **Opportunity to input and give feedback**

# V SEND | Top Tips to support Whole School Setting Readiness

Guidance on different ways to approach 'Whole School Setting Readiness' based on your capacity, structure, staffing levels and setting type

## Example 1:

- ❖ SENCos complete whole school/setting readiness for each domain.
- ❖ SLT, HT, Teachers & Teaching assistants complete the setting readiness section separately
- ❖ A joint meeting is held where staff are invited to reflect upon their answers and any supporting rationale (this can be done in in departments/ year groups etc)
- ❖ Disparities are discussed and a consensus reached (including on levels of confidence to provide strategies/interventions)

## Example 2:

- ❖ SENCos/HT complete whole school/setting readiness for each domain.
- ❖ SLT, Teachers & Teaching assistants complete the setting readiness section separately and return their ratings to the SENCo
- ❖ The SENCo identifies any areas of disparity with particular staff and 1.) discusses this within a small group meeting or 2.) analyses the range of findings
- ❖ A consensus is then reached (including on levels of confidence to provide strategies/interventions) and the setting readiness scores updated

## All examples, next steps :

- The agreed setting readiness is then compared by the SENCo/HT against the school/settings profile of CYP needs and any disparities / gaps in provisions identified.
- The SENCo can then identify three top interventions and decide on how to improve through training, modelling, peer collaboration etc.
- Short- and long-term SEN development and workforce training plans can be updated
- Add LMBL-DIT onto your standard staff meeting agendas so that implementation and feedback can be addressed.



# V SEND | Top Tips to support Whole School Setting Readiness

Guidance on different ways to approach 'Whole School Setting Readiness' based on your capacity, structure, staffing levels and setting type

## Example 3:

- ❖ SENCOs/HT complete whole school/setting readiness for each domain and identify a representative sample of teaching staff to test this with ( i.e. a representative TA, Head of department, MH Lead).
- ❖ The sample group complete a Setting Readiness section on behalf of the wider group they are representing.
- ❖ A joint meeting is held (with all representatives or those that highlighted a disparity in scores) where staff reflect upon their answers and any supporting rationale
- ❖ Disparities are discussed and a consensus reached

## Example 4:

- ❖ SENCOs/HT/SEN leads complete the whole school/setting readiness for each domain.
- ❖ Agree a timetable for testing with Teachers/TAs/SLT (over a period of 1 month to ensure focus and momentum)
- ❖ Use your insight and knowledge to test first with staff that you feel may be less confident or knowledgeable in the delivery of SEN provision/ strategies/ interventions
- ❖ As Setting Readiness ratings are tested with other staff, ensure any changes in setting readiness and made and that these are fed-back so templates can be amended, and any support required provided.

## All examples, next steps :

- The agreed setting readiness is then compared by the SENCO/HT against the school/settings profile of CYP needs and any disparities / gaps in provisions identified.
- The SENCO can then identify three top interventions and decide on how to improve through training, modelling, peer collaboration etc.
- Short- and long-term SEN development and workforce training plans can be updated
- Add LMBL-DIT onto your standard staff meeting agendas so that implementation and feedback can be addressed.

# V SEND | Top Tips to support Whole School Setting Readiness

Guidance on different ways to approach 'Whole School Setting Readiness' based on your capacity, structure, staffing levels and setting type

## Top Tips and Tricks:

- ❖ Reflect upon your current capacity and what model best works for your setting- remember this is a starting point in a journey and your setting readiness ratings can be updated as you go.
- ❖ Are there staff meetings that you already have booked in that a section can be repurposed for LMBL-DIT Setting Readiness discussion?
- ❖ What insight do you have into confidence / provision levels in your school to help you focus on areas / teachers that may need the most support?
- ❖ Please ask for a 1:1 session with Derby's LMBL-DIT Champions for detailed planning on what approach you can use and the steps you can take to implement it

## Key Questions to keep in mind when completing Setting Readiness

- ❖ What can be done within my setting, to better prepare ourselves to meet needs?
- ❖ What needs to change in the short term to better enable our CYPs to access education and work towards a fulfilling adult life?
- ❖ What strategies and interventions are working well? How can we build on these?
- ❖ How can the resources I have be used differently to better meet needs?
- ❖ How can our staff be supported to build their confidence, knowledge and understanding of SUN provision and delivery?

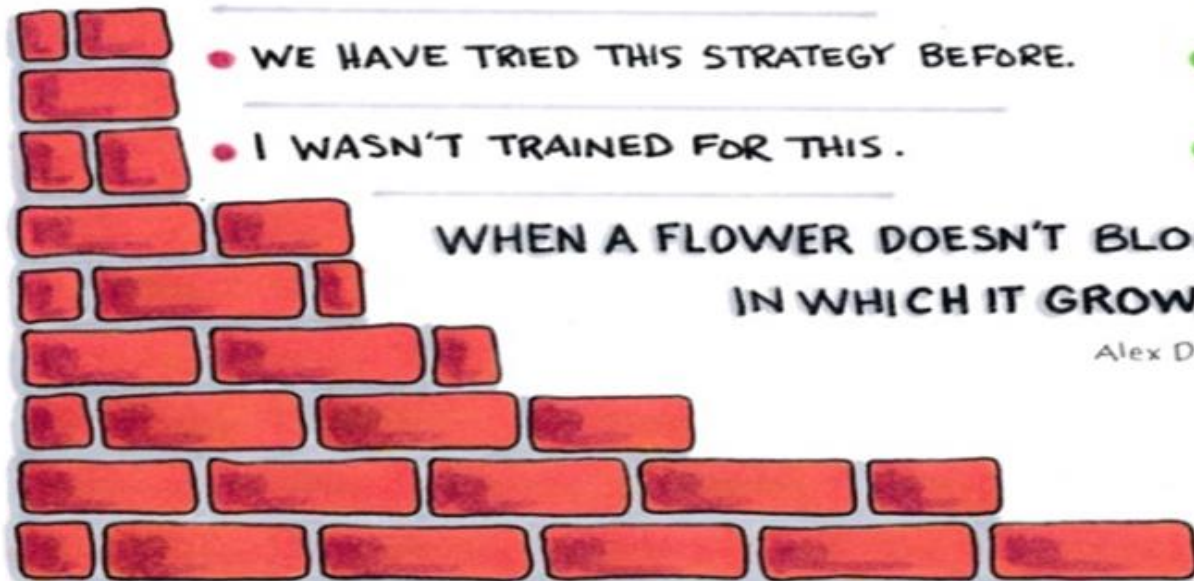
# GROWTH MINDSET & INCLUSION

@Kwienski2



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



# Themed Huddle – Annual Reviews

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## **Introduction to the AR:**

Thinking about current practice - what works well, not so well, could be improved?

## **Preparation for the AR:**

Complete VSEND including Home Confidence

Analysis of radar

Evidence to demonstrate strengths and gaps.

How does this analysis compare with areas in EHCP?

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## **AR Agenda**

Purpose of review (not revision of ECHP doc)

Track progress; ongoing needs; new needs

VSEND evidence and analysis

New outcomes

Setting readiness interventions

Gaps not addressed – what is needed – further advice and assessment – different approach, provision.

Home Confidence – any suggestions from home or for home?

Dates for interim completion of VSEND across the year.

# Themed Huddle – Annual Reviews

## After the AR

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AR review Report to be prepared with any amendments and recommendations.

Include VSEND with evidence.

Can you draw the provision from your current or higher-level SR?

**Would anyone like to complete a case study? (template provided)**

**Please take 5 minutes to complete this survey before you leave the meeting**

# Valuing SEND | Case Study

## Valuing SEND demonstrates that...

SITUATION -

VALUING SEND -

ACTIONS / IMPACT -

Domains of Need	CYP needs	Setting readiness
1. Communication & Interaction		
2. Cognition & Learning		
3. Social, Emotional & Mental Health		
4. Sensory & Physical		
5. Independence		

Quote