

**Sheffield SEN Toolkit (Version 2):**

**How to produce a good support plan**

**November 2021**

**How to use this guide**

This guide has been developed by the Sheffield Educational Psychology Service to help schools better understand children and young people’s special educational needs – linked to the Sheffield Support Grid – and produce high quality support plans (including My Plans).

It is expected that SENCOs will co-ordinate assessments with children/young people who have SEND. Please note that there will also be instances where specialist assessments are required from external services.

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| **Part of My Plan**  | **Contents** | **Notes** | **Page** |
| 1 | Parent/Carer and Involved Services | Ensure this is completed and accurate. Only include professionals currently involved.  |  |
| 2 | Child’s Views |  | 3 |
| 3 | Parent/Carers Views (including the background section) | Use headings in My Plan | 4-5 |
| 4 | Special Educational Needs | Resources can be found in ‘supporting documents’ folders | 6-8 |
| 5 | Health Needs | This information would come from health |  |

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| **PART 2: CHILDNAME’S VIEWS / ONE PAGE PROFILE** |

It is always important to gain children and young people’s views about what they think is working well, what they are worried about, and what they hope for.

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| Non-verbal  | Observation, notes from adults who know the child well. |
| KS1 | Ask questionsUse card sort activities such as Multi-Element Plan cards or Talking Mats <https://www.talkingmats.com/do-you-need-training-to-use-talking-mats/>Drawing pictures |
| KS2/3/4 | As above.Also:Happy/Unhappy DaysAspirationsThree HousesCircle of Support |

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| **PART 3: PARENT/CARERS VIEWS ON CHILD/YOUNG PERSON** |

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| **What do you know about the child or young person in terms of their:*** Family
* Developmental history
* Education history (include previous settings)
* Timeline of diagnoses and involvement of specialists
* Timeline of interventions
* Current support

A parent/carer meeting can provide this information and interview questions can be a useful tool – but schools may collect information in a different way.**Parent interview guide**, NB: your script is in *italics**I am going to be asking you some questions relating to your child’s development over time so that I can gain a better understanding of your child’s strengths and needs. If you find any of the questions difficult to answer then please let me know.* Parental recall of major milestones *What age was your child when they started to:** *sit up* (for your information usually by 6 months)
* *crawl* (for your information usually by 10 months)
* *walk* (for your information usually by 12 months)
* *talk* (for your information usually by 12 months)
* *feed themselves* (for your information usually by 15 months)
* *become toilet trained* (for your information usually by 24 months*)*

Social history *Please can you describe your child’s early bonding relationships with key family members.* *How did they tend to play? Was the play solitary/did they play alongside other children/or* actively engaging with others?*How was your child’s social use of language? (Greeting, turn-taking in conversation ending conversations appropriately)**Can you describe your child’s early eating and sleeping patterns.*Approach & attitude to learning*How did your child respond to early learning experiences? Were they:** *Confident?*
* *Independent?*
* *Motivated by?*
* *Able to match shapes and colours? When?*

Issues surrounding pregnancy *How was your pregnancy (did you experience any illness for example)?**How much did your child weigh?**How was your child’s general health pre and post birth?**Did you experience any issues around feeding?*General health *Please describe the history of your child’s physical health:** *Did they take regular medication?*
* *Have regular doctors visits?*
* *Experience difficulty with their vision or hearing?*

AspirationsAsk parents/carers about their hopes and dreams for their child.* *In a year’s time what would you like to see has changed in relation to X?*
* *If we imagine X at age 16/18/21 what kind of young person would you like to see?*
* *What type of support do you feel X needs?*

Please use the Locke and Beech Developmental Profile to give you a more detailed indication of when the milestones should have been achieved <https://www.gl-assessment.co.uk/products/teaching-talking> |

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| **PART 4: EDUCATIONAL STRENGTHS AND NEEDS** |

**ASSESSMENT OF NEED SUMMARY TABLE**

**This list is not prescriptive or exhaustive but summarises the types of assessments teachers and Sencos can use in order to assess and describe children’s needs with more accuracy and specificity. A better understanding of need ensures smart outcomes and appropriate provision.**

## **The standardised assessments listed below are Qualification Level A, so can be administered by teachers.**

*Assessments highlighted in bold are in the ‘Supporting Documents’ folder.*

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| Communication and Interaction | Speech and Language | 1a  | * **SLT Screen**
* **BLANK language of learning**
* RENFREW <https://www.routledge.com/Action-Picture-Test/peechmark-Renfrew/p/book/9781138586208>
* British Picture Vocabulary Scale <https://www.gl-assessment.co.uk/assessments/products/british-picture-vocabulary-scale/>
* Language checklist links:[I CAN](http://www.ican.org.uk/~/media/Ican2/Book%20Shop/Downloads/GPChecklistA5.ashx), [Afasic](http://www.afasic.org.uk/resources/), [The Communication Trust](https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/progression-tools-primary/), [Talking Point.](http://www.talkingpoint.org.uk/)
* Teaching Talking <https://www.gl-assessment.co.uk/assessments/products/teaching-talking/>
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|  | Social Communication | 1b | * **ASD Screen**
* **SCERTS communication levels**
* **SCERTS** <https://scerts.com/>
* Coventry Grid <https://www.pdasociety.org.uk/wp-content/uploads/2019/07/GAP-Eaton-et-al.pdf>
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| Cognition and Learning | Learning | 2a | * Ravens Matrices [www.pearsonclinical.co.uk](http://www.pearsonclinical.co.uk)
* Cognitive Abilities Tests (KS3 entry) [www.gl-assessment.co.uk](http://www.gl-assessment.co.uk)
* Working Memory Rating Scale https://www.pearsonclinical.co.uk/Psychology/ChildCognitionNeuropsychologyandLanguage/ChildMemory/WorkingMemoryRatingScale(WMRS)/WorkingMemoryRatingScale(WMRS).aspx
* Functional skills (**see independence skills**)
* **Formative assessment of learning difficulties**
* Professional observation (construction, puzzles, problem solving)
* Tell time, know DOB, address
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|  | Specific Learning Difficulties | 2b | * York Assessment of Reading Comprehension (YARC)

 <https://www.gl-assessment.co.uk/assessments/products/yarc/> * Wide Range Achievement Test (WRAT5) [www.pearsonclinical.co.uk/](https://www.pearsonclinical.co.uk/)
* Comprehensive Test of Phonological Processing (CTOPP 2) [www.annarbor.co.uk](http://www.annarbor.co.uk)
* Test of Word Reading Efficiency (TOWRE2) [www.annarbor.co.uk](http://www.annarbor.co.uk)
* Detailed Assessment of Speed of Handwriting (DASH) [www.pearsonclinical.co.uk/](http://www.pearsonclinical.co.uk/)
* **Hedderley writing speed norms**
* Phonics screeners (DoE) <https://www.gov.uk/government/publications/phonics-screening-check-2019-materials>
* Number of high frequency words
* Writing speed
* Birmingham Toolkit <https://www.inclusivelearningnorth.co.uk/birmingham-sen-toolkits/>
* Curriculum based assessments
* Dyscalculia Screener <https://www.gl-assessment.co.uk/assessments/products/dyscalculia-screener-and-dyscalculia-guidance/>
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| Social, Emotional and Mental Health | Emotional Regulation | 3a | **ABC analysis****Adverse Child Experiences** BOXALL <https://new.boxallprofile.org/>MOTIONAL<https://motional.io/>Coventry Grid <https://www.pdasociety.org.uk/wp-content/uploads/2019/07/GAP-Eaton-et-al.pdf>Strengths and Difficulties Questionnaire<https://www.sdqinfo.org/> |
|  | Mental Health | 3b | Measures of Children’s Mental Health and Psychological well-being (seven areas Belonging, Distress, Enjoyment, Healthy Living, Resilience, Responsiveness and Social Behaviour). <https://www.gl-assessment.co.uk/assessments/products/measures-of-children-s-mental-health-and-psychological-wellbeing/> |
| Sensory and/or Physical needs | Visual Impairment | 4a | Visual Impaired Team |
|  | Hearing Impairment | 4b | Hearing Impaired Team |
|  | Physical | 4c | Warwickshire Motor Skills programme – assessment and intervention in one.[**South Warwickshire NHS Foundation Trust:Fine motor skills information for schools**](https://www.swft.nhs.uk/our-services/children-and-young-peoples-services/occupational-therapy/fine-motor-skills-information-schools)Lincolnshire 1st Move checklist and interventions [1st\_Move.pdf (lincolnshirecommunityhealthservices.nhs.uk)](https://www.lincolnshirecommunityhealthservices.nhs.uk/application/files/2915/2285/5110/1st_Move.pdf)**Gross and fine motor skills checklist**For sensory needs linked to ASD and SEMHPlease use the AET sensory checklist to explore sensory needs: <http://www.aettraininghubs.org.uk/wp-content/uploads/2012/05/37.1-Sensory-audit-tool-for-environments.pdf>  |