

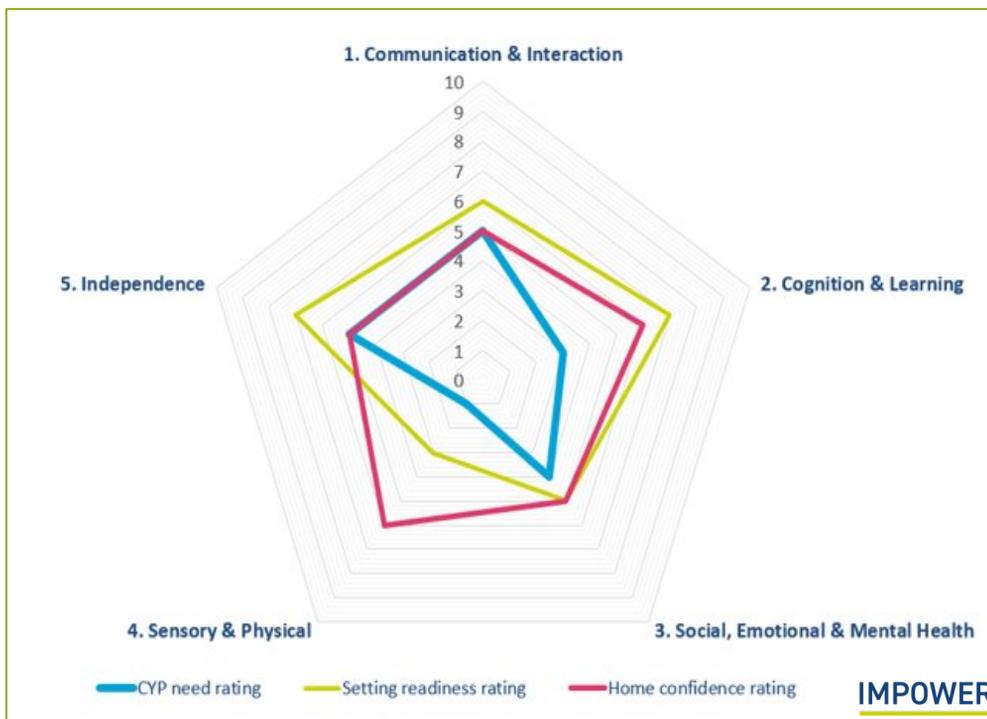
What is the Valuing SEND tool?

The Valuing SEND tool is being used in Lincolnshire to improve outcomes for children and young people with SEND (special educational needs and disabilities). It does this by helping you and your child's nursery, school or college (setting) to work together to understand and support their needs. Your child's SENCo will usually take the lead in completing this tool. However they should always involve you in this process. This makes sure your views are captured and that you understand what they are doing to support your child.

The tool includes a series of helpful prompts and questions to:-

- Understand your child's needs across five key areas
- Understand how well the setting is supporting your child's needs
- Understand how confident you feel in supporting your child's needs at home

Once the tool has been completed, it creates a simple diagram – like the one below – showing where your child's needs are being met and where they might require more help.



The **blue line** shows the child's level of need across 5 key areas:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and physical
- independence

The **green line** shows the school's readiness to meet the child's needs across the 5 areas. Schools are also provided with support prompts

The **pink line** shows parent or carer confidence in meeting needs at home across the 5 areas. The Home Confidence section is about understanding how confident you feel in supporting your child in managing and improving their needs outside of school.

How to use the tool

The tool asks you to score your confidence between **0** (no confidence at all in supporting your child's needs) and **10** (you feel confident to support all of your child's needs).

There is no right or wrong answer when it comes to your rating, it is based purely on how confident you feel at this point in time. Honesty is important to ensure that the right type of support is given to you and your child to meet their needs and achieve their aspirations.



Needs	What does this mean?	What should I think about when scoring? Ask myself – am I comfortable in supporting these needs?
Communication & Interaction	Any difficulty your child may have in talking, expressing themselves, understanding others and interacting with others.	Do you change the way you talk, give your child extra time to think and respond, ask your child questions about activities you have done, use any different communication styles?
Cognition & Learning	Any difficulty your child may have in learning, following instructions and remembering things they have been told.	Do you support your child with homework, play games with them to increase their understanding of words and numbers, do you help them plan their day?
Social, Emotional & Mental Health	Any difficulty your child may have with their mental health, coping with change, forming friendships, behaviour and attending school.	Do you have conversations about feelings, talk to your child about their day including things that did not go well, help them have positive routines before and after school?
Physical or Sensory	Any difficulty your child may have from a physical disability, sight or hearing loss and challenges around being in environments they find challenging due to noise, light or smells.	Do you support your child with any equipment they may need, in following activities from other professionals, through using different communication techniques, by making changes to your home environment?
Independence	This is focused on preparing your child for adulthood and thinking about how they could cope with moving on in education, accessing the local area, building relationships, understanding food & money and talking about their health and wellbeing.	Do you support your child to build their understanding of these areas, cook with them, talk to them about money, take them on public transport, enable them to challenge themselves with activities? How do you build their independence?

