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THE SEND SUPPORT TOOL (SST) - HANDBOOK

SUPPORTING CHILDREN AND
YOUNG PEOPLE WITH SEND IN
BRISTOL SETTINGS

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THE SEND Support tool

INTRODUCTION

The SEND Support Tool (SST) is an online tool that can be used to record parts of the graduated response (assess-plan-do-review) cycle for children and young people with SEND (4-19 years). The SST has three key functions:

- It supports with the identification of special educational needs (SEN) as barriers to learning in educational settings by providing finely graded statements. (**assess-plan-do-review**)
- Once provision has been planned for a child/young person, the SST helps the user produce a downloadable summary of that plan (**assess-plan-do-review**).
- It supports the user in applying for a contribution from the **Early Intervention Fund** towards some aspects of that provision plan if appropriate.

The Early Intervention Fund Contribution

- The funding contribution relates to specific provision deemed to be **Early Intervention and in line with principles of best inclusive practice**.
- It is expected that the setting has put in place ordinarily available provision (OAP) (see Appendix) as documented in a whole school provision map before any funding contribution is requested.
- The setting indicates their **PLANNED additional PROVISION** for the learner and will be able to request funding for some provision deemed to be Early Intervention and inclusive practice (see Appendix 4).
- **PLANNED PROVISION** is described in terms of cost, usually with regards to the time it will take to deliver. It is not described specifically in terms of content or strategies though it is expected to be evidence based or based on theoretical sound principles.
- The application process is directly related to and not separate from the graduated response in place (please see Figure 1).

The process is outlined in Figure 2.

Figure 1: A representation of the Assess Plan Do Review Cycle and Request Option

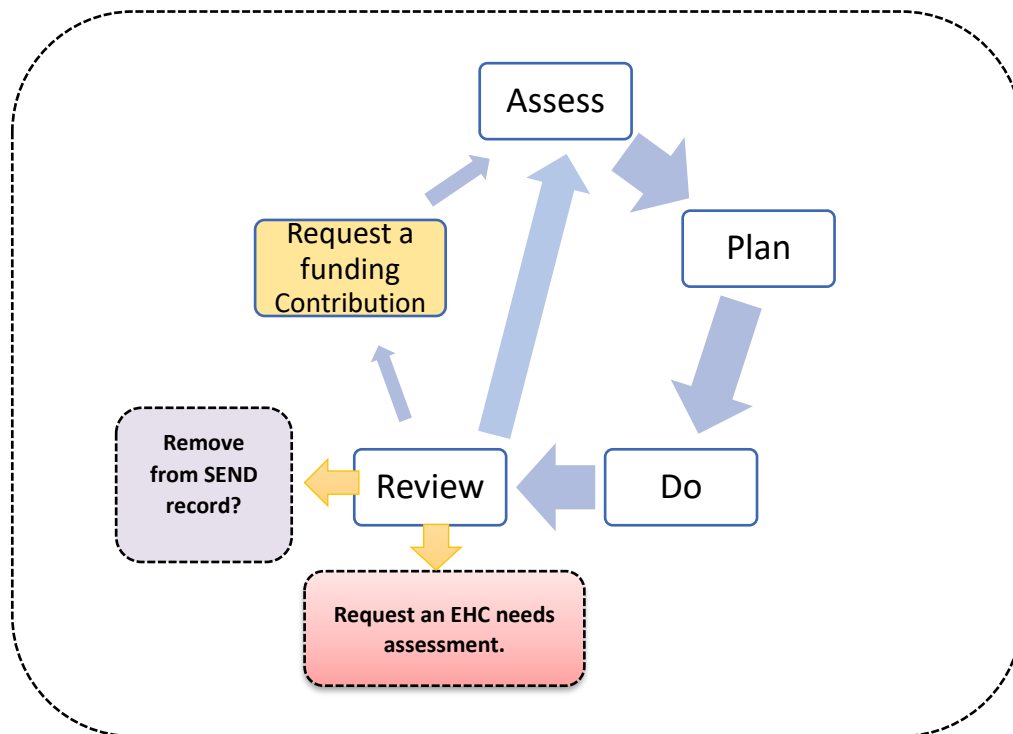
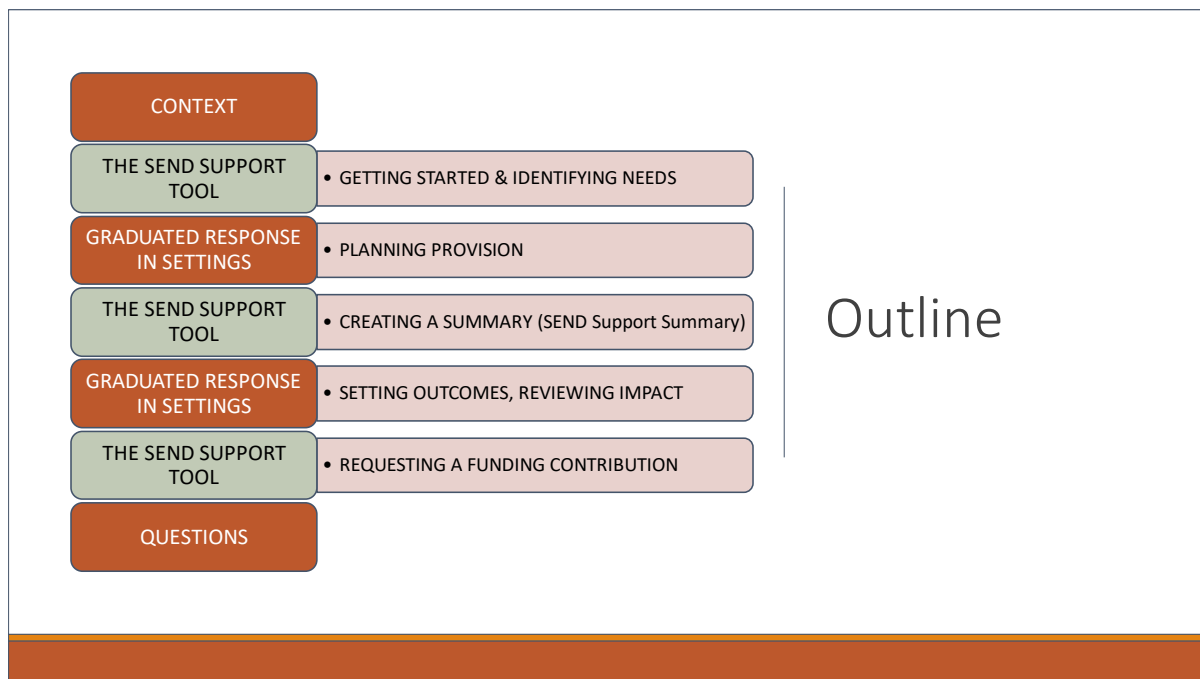


Figure 2: The SEND Support Tool Process



IDENTIFYING NEEDS

The SEND Support Tool enables you to select from a wide selection of statements across the four main areas of need from the SEND Code of Practice (DfE, 2015). Needs statements are organised by type of need. It is then possible to select a statement that is a best fit for the learner in terms of level of severity of need.

Needs Statements from the SST

The statements of need are organised under the following headings:

Area of SEND	Sub-Area of Need	What do you need to know?
Communication and Interaction	Expressive Language and Communication	Style of Communication
		Speaking (Up to 4 years)
		Speaking (Up to 5 years)
		Vocabulary and sentence structure
		Word finding
		Speech (2-5 years)
		Speech
		Brain injury or adverse circumstances
		Impact of anxiety /emotional well-being
		Social expressive language
		Conversational rules
		Communication - Preparing for Adulthood
		Functional communication
	Non-verbal, alternative/augmented communication.	
	Receptive language and understanding	Attention and listening
		Memory
		Verbal comprehension
		Processing speed
		Instructions
		Questions
		Functional understanding
		Communication - Preparing for adulthood
		EAL/TESOL
		Understanding social language
Non-verbal, alternative/augmented communication.		

Area of SEND	Sub-Area of Need	What do you need to know?
Cognition and Learning	Knowledge and understanding	Gaps in learning
		Learning attainment
		Learning attainment (Year 9 onwards)
		Making links and generalisations
		Processing
		Theory of mind
		Making choices
		Concept of time
		Memory
		Numeracy/Maths
		Maths - preparing for adulthood
		Literacy/English
		Learning skills and behaviours
	Following adult expectations with learning	
	Organisation and planning	
	Flexible thinking	
	Attention and concentration	
	Mindset	
	Motivation and aspiration	

Area of SEND	Sub-Area of Need	What do you need to know?
Social, Emotional and Mental Health	Social understanding and interaction	Social interest
		Social anxiety
		Social understanding
		Social interaction and communication
		Belonging and social inclusion
		Sex and romantic relationships
		Gender identity
	Behaviour, emotional and mental health needs	Conforming to expectations
		Emotional regulation and impulse control
		Emotional well-being
		Emotional development and emotional literacy
		Anxiety

Area of SEND	Sub-Area of Need	What do you need to know?
Physical and Sensory	Medical, physical, motor skills and mobility	Physical health/Medical needs.
		Pain
		Health anxiety
		Injury/Disease/Infection with impact on brain function.
		Fine motor skills (and personal care)
		Mobility, gross motor skills and coordination
		Continence
		Sleep
	Vision	Understanding needs
		Curriculum access
		Social inclusion
		Physical safety
		Well-being and identity
	Hearing	Understanding needs
		Curriculum access
		Social inclusion
		Physical safety
		Well-being and identity
	Sensory needs	Sense of the body in space, internal sensations, orientation and coordination.
		Sensory sensitivity
		Visual processing
		Auditory processing

Children and Young people with diagnoses and named conditions

Some children and young people will have been given diagnoses or descriptions by medical professionals. These give a useful framework within which we can understand their needs, but it is not a description of their needs per se.

In the SST you will find that the needs of these children and young people are more finely graded. So, for example, children with Autism may have needs in any or all the four areas from the SEND Code of Practice.

Whether or not a child/young person has a diagnosis, the same process of identifying their individual specific needs will be necessary. However, the diagnosis gives a useful starting point and framework that helps us understand those needs.

Needs in Reception Year

Children develop at different rates, and we have to consider what would be developmentally 'typical' when we consider needs for children of 0-5 years. The necessity to relate needs to developmental expectations, means that that some needs for children aged 4 and 5 years, are described differently.

Transition to Adulthood

There is a greater focus on preparing for adulthood and independence when we understand learner's needs post-14. Preparation for adulthood is relevant across the whole of a learner's educational pathway and this is embedded in the SST.

How to Identify needs

To put in place effective support for the learner, you need to understand the barriers that they are experiencing. Some investigation will be necessary. Please see Appendix 3 for some ideas to support with this. This investigation and assessment will not only help you identify the needs but will provide you with the **evidence** you will need to demonstrate this need if you wish to request a funding contribution.

Specific assessment tools to help identify needs

Table 2 offers good practice ideas to support you in identifying a learner's needs in your setting. Any of these will provide evidence should you wish to demonstrate type of need and level of severity for a learner. Example tools are included in Appendix 5.

Table 2: Tools and ideas to support the identification of a child's needs

Tool	Function or application
Classroom/lesson observation (discrete)	Focussing on a specific area e.g. a behaviour in order to understand this better.
Classroom/lesson Observation (continuous)	Focus more on frequency of a behaviour or issue across a period of time.
Observation in unstructured times	Focus on a specific behaviour or area of SEND for example at break/lunchtime
Observation of group session focussing on specific area	Focus on a specific area of SEND eg social skills, language, behaviour in a group situation that could be set up for the purpose of the assessment
Conversation with child/young person	Structured conversation with specific focus
Conversation with parent/carer	Structured conversation with specific focus
Staff or Parent/carer perception	Assessment of parent/carer or staff perception of a cyp's SEND with scaling.
External professional report	Eg SALT, EP
Standardised questionnaire or assessment tool	Eg strengths and difficulties questionnaire, Boxall profile, anxiety questionnaire.
Analysis of school behaviour log	A summary of behaviour organised and analysed to show patterns and trends in behaviour both positive and negative.

PLANNING PROVISION TO SUPPORT NEEDS

If needs have been correctly identified and appropriate provision has been put in place, this will increase the likelihood of positive outcomes being achieved for learners (see Appendix). Most

provision will be part of the school's offer to all learners (Ordinarily Available Provision see Appendix 2). Some provision will be put in place using the school's Pupil Premium funding allocation.

Strategies vs Provision

In the context of educational settings and for the purposes of this process, the term **provision** refers to any aspect of support that incurs a cost. This could mean hours of teaching assistant time in a classroom or the staff time to run a small group intervention for example.

Strategy refers more to the detail of *what* will take place in that costed time. For example, what will the teaching assistant be doing to support the learner in the classroom? What intervention package is being put into place in the small group.

A learner can be identified as having a complex profile of needs. However, the range of **types of provision** that can be put in place in mainstream settings is less complex.

Using the SST to select provision.

Once you have established a planned provision plan for the learner, you can use the SST to select what you are going to put in place so that this can become part of the learner's SST record. The SST does not ask for the detail of *what* you will deliver but ask for the **amount of time** each provision will take. You will have the opportunity to add the detail to this provision in the downloadable summary that the SST generates. The following table gives some examples of what type of provision 'quantifiers' you will be able to select.

Type of provision	Amount of time per session	How many weeks across the year	Frequency per week
1:1 Individual Intervention	– 20-30 mins.	– One 10-12 week block.	– Once a week.
Group Intervention (13-15 students)	– 40-60 mins.	– Two 10-12 week blocks	– Twice a week.
Group Intervention (8-12 students)	– 20-30 mins.	– Across the year	– 3 times a week.
Group Intervention (5-7 students)	– Up to 60 mins		– Daily.
Group Intervention (2-4 students)	– Up to 120 mins		
	– Up to 180 mins		
In-class Staff Support	– Shared support (class size approx. 30)		– 1 hour per day
	– Shared support (class size up to 25)		– 2 hours per day
	– Shared support (class size up to 20 or shared 1:10 ratio)		– 3 hours per day
	– Shared support (class size up to 10 or 1:5 ratio)		– 4 hours per day
			– 5 hours per day

THE SST AND GRADUATED RESPONSE

As you have identified needs and planned provision for the learner, you have started the graduated response process.

The SEND Support Summary

You can download a summary of Needs and Provision using the SEND Support Tool. This can then be inserted into the SEND Support Summary document which gives an overview of the graduated response.

Measuring impact of provision

Some provision will have inherent mechanisms to measure impact. For others, it can be helpful to use scaling to measure a perception of where a child/young person is before and after the provision has put in place. A proforma for this monitoring is included in Appendix 6.

THE SST AND REQUESTS FOR FUNDING

You may wish to apply for a funding contribution, from the Early Intervention Fund for provision that is considered to be Early Intervention for this learner (see Appendix 2) . This is the type of provision that could be considered to meet the following criteria:

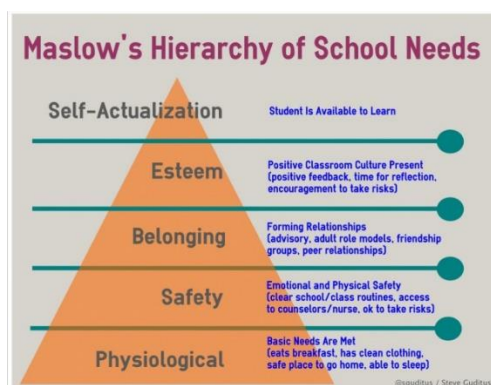
- Helps close the gap between learners and their peers
- Promotes inclusion and belonging
- Supports independence
- Is short-term/time-limited

APPENDICES

APPENDIX 1 - THE NEEDS OF CHILDREN AND YOUNG PEOPLE

We all have basic needs that need to be met for us to feel happy and learning. Children and young people (cyp) in educational settings can be represented in different ways and with different frameworks. Maslow's Hierarchy of needs can be interpreted with education in mind for example.

Figure 1: Maslow's hierarchy of School Needs



There are some cyp who for one reason or another find it more difficult to access learning, feel happy, socially included, and have a sense of belonging in our educational settings.

The language that can be used in the fields of special educational needs (SEN) education and educational psychology can be unhelpful and confusing. When we talk about special educational needs, the term 'needs' becomes synonymous more with **difficulties** than with what we *need* to receive or experience to develop and learn. SENs often read as innately present and in some way fixed and attached to the child.

Amongst educational and psychology professionals and many others it is considered that an SEN or disability is as much about a **limitation in the context** the child/young person is in. A social rather than medical model of disability is accepted as described in Figure 2.

Figure 2: Defining the social model of disability

The Social Model of Disability

The model says that people are disabled by barriers in society, not by their impairment or difference. Barriers can be physical, like buildings not having accessible toilets. Or they can be caused by people's attitudes to difference, like assuming disabled people can't do certain things.

The social model helps us recognise barriers that make life harder for disabled people. Removing these barriers creates equality and offers disabled people more independence, choice and control.

www.scope.org.uk Downloaded August 2020

This handbook and the SST have been written with due regard to a Social Model of Disability. When the needs children and young people experience are described, it is unfortunately necessary at times to use negative statements about what he/she *can't do* or what he/she has difficult with.

This is not with the intention of labelling that child/young person as having fixed innate SENs. It is a way of describing the child/young person at this point in time in order to define

that they are experiencing some difficulties in their educational setting that may require additional consideration and support. The expectation is very much that the context around the child/young person will need to change in order to support that child to make progress.

The language used in this field is varied and has changed over time. The terms of most relevance to those children and young people referred to in this handbook are listed in Table 1.

Table 1: Descriptions of Needs Children and Young People Experience

A child/young person with/who experiences:	A child/young person who is:	A child/young person who experiences/ has experienced:
<ul style="list-style-type: none"> - Additional needs - Special educational needs - Learning difficulties - Barriers to learning - Developmental delay - Disabilities - Physical difficulties - <i>A diagnostic label</i> - <i>A genetic abnormality</i> 	<ul style="list-style-type: none"> - Out of step with their peers - Developmentally delayed - Not at the expected level for their age - Not making expected progress 	<ul style="list-style-type: none"> - Adverse Childhood Experiences - Trauma - Poverty - Loss and Separation

For the purposes of the SEND Support Tool children and young people will be described as having **needs**.

APPENDIX 2: SUMMARY OF EIF PROVISIONS AND COSTS

Category of Provision	Quantity	Frequency	cost per year
1:1 Individual Intervention	20-30 mins. One 10-12 week block.	Once a week.	83.88
		Twice a week.	167.76
		3 times a week.	251.64
		Daily.	419.40
	20-30 mins. Two 10-12 week blocks.	Once a week.	167.76
		Twice a week.	335.60
		3 times a week.	503.27
		Daily	838.80
	20-30 mins. Across the year.	Once a week.	318.05
		Twice a week.	636.09
	40-60 mins. One 10-12 week block.	Once a week.	167.76
		Twice a week.	335.52
	40-60 mins. Two 10-12 week blocks.	Once a week.	335.54
		Twice a week.	671.04
40-60 mins. Across the year.	Once a week.	636.09	
Tutoring with a qualified/specialist tutor/teacher. One 10-12 week block.	1 hour per week	390.39	
Tutoring with a qualified/specialist tutor/teacher. Two 10-12 week blocks.	1 hour per week	779.30	
Group Intervention (13-15 students)	Up to 60 minutes. One 10-12 week block.	Once a week.	11.18
		Twice a week.	22.37
	Up to 60 minutes. Two 10-12 week blocks.	Once a week.	25.44
		Twice a week.	44.72
	Up to 60 minutes. Across the year.	Once a week.	42.41
		Twice a week.	84.81
	Up to 120 minutes. One 10-12 week block.	Once a week.	22.36
		Twice a week.	44.74
	Up to 120 minutes. Two 10-12 week blocks.	Once a week.	44.73
		Twice a week.	89.47
	Up to 120 minutes. Across the year.	Once a week.	82.69
		Twice a week.	165.38
Group Intervention (8-12 students)	Up to 60 minutes. One 10-12 week block.	Once a week.	13.98
		Twice a week.	27.96
	Up to 60 minutes. Two 10-12 week blocks.	Once a week.	27.96
		Twice a week.	55.92
	Up to 60 minutes. Across the year.	Once a week.	53.01
		Twice a week.	106.02
	Up to 120 minutes. One 10-12 week block.	Once a week.	27.96
		Twice a week.	55.91
	Up to 120 minutes. Two 10-12 week blocks.	Once a week.	55.91
		Twice a week.	111.84
	Up to 120 minutes. Across the year.	Once a week.	106.02
		Twice a week.	212.01
Group Intervention (5-7 students)	Up to 60 minutes. One 10-12 week block.	Once a week.	239.65
	Up to 60 minutes. One 10-12 week block.	Twice a week.	47.92
	Up to 60 minutes. Two 10-12 week blocks.	Once a week.	47.93
	Up to 60 minutes. Two 10-12 week blocks.	Twice a week.	95.86
	Up to 60 minutes. Across the year.	Once a week.	90.87
	Up to 60 minutes. Across the year.	Twice a week.	181.74
	Up to 120 minutes. One 10-12 week block.	Once a week.	47.93
	Up to 120 minutes. One 10-12 week block.	Twice a week.	89.87
	Up to 120 minutes. Two 10-12 week blocks.	Once a week.	143.79

Category of Provision	Quantity	Frequency	cost per year
	Up to 120 minutes. Two 10-12 week blocks.	Twice a week.	287.59
	Up to 120 minutes. Across the year.	Once a week.	530.07
	Up to 120 minutes. Across the year.	Twice a week.	106.02
Group Intervention (2-4 students)	Up to 60 minutes. One 10-12 week block.	Once a week	41.94
	Up to 60 minutes. One 10-12 week block.	Twice a week	83.88
	Up to 60 minutes. Two 10-12 week blocks.	Once a week	83.88
	Up to 60 minutes. Two 10-12 week blocks.	Twice a week	167.76
	Up to 60 minutes. Across the year.	Once a week	159.02
	Up to 60 minutes. Across the year.	Twice a week	318.05
	Up to 120 minutes. One 10-12 week block.	Once a week	125.82
	Up to 120 minutes. One 10-12 week block.	Twice a week	251.64
	Up to 120 minutes. Two 10-12 week blocks.	Once a week	251.64
	Up to 120 minutes. Two 10-12 week blocks.	Twice a week	503.28
	Up to 120 minutes. Across the year.	Once a week	530.07
In-class Staff Support	Shared support (class size approx. 30)	1 hour per day	106.04
		2 hours per day	212.03
		3 hours per day	318.05
	Shared support (class size up to 25)	1 hour per day	159.02
		2 hours per day	254.44
		3 hours per day	381.65
	Shared support (class size up to 20 or shared 1:10 ratio)	2 hours per day	318.05
		3 hours per day	477.07
	Shared support (class size up to 10 or 1:5 ratio)	2 hours per day	636.09
	Support in non-teaching/unstructured times	Lunchtime support	Shared support (group <30). 1 hour per day.
Shared support (small group <20). 1 hour per day.			134.00
Shared support (small group <10). 1 hour per day.			318.05
Shared support (small group <5). 1 hour per day.			636.09
Break time support		Shared support (small group <10). 0.5 hours per day.	134.00
		Shared support (small group <5). 0.5 hours per day.	268.00

APPENDIX 3: INCLUSIVE EDUCATION: INTRODUCTION

The concept of inclusion is broad and originally relates to political principles of democracy and justice. Conversations in the early 2000s referred to links with human rights and the intended structure of wider society. It is associated with diversity, equity, equality and citizenship. It is not about stating that all children and young people should only be in mainstream settings. However, it is about a universal right to sufficient and adapted education wherever that is best delivered.

Inclusive education is the most effective way to give all children a fair chance to go to school, learn and develop the skills they need to thrive...Inclusive systems value the unique contributions students of all backgrounds bring to the classroom and allow diverse groups to grow side by side, to the benefit of all. (Unicef website, downloaded Dec, 23)

Inclusive Settings

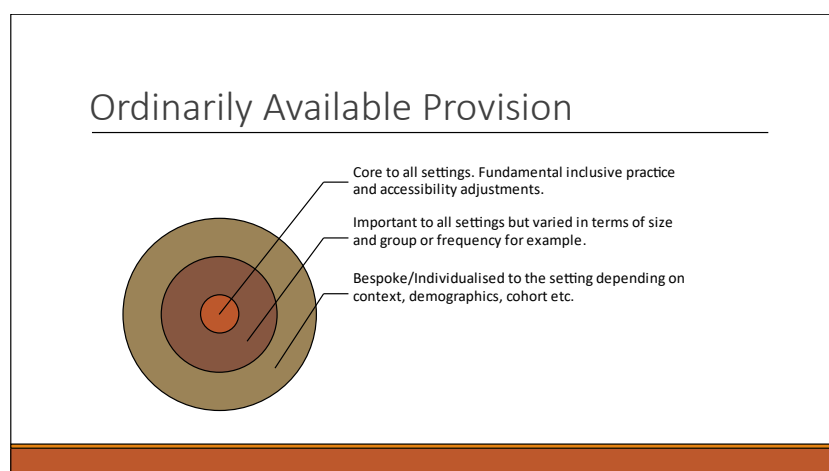
An inclusive setting will hold to strong values, moral and ethical principles about human rights (rights of the child), fairness, anti-discriminatory practice, equal opportunities, the importance of belonging, accepting difference and safeguarding children. An inclusive setting will recognise that there is disparity in power and opportunity across society and that much of the difference we see with children and young people are linked, often without malice, to perceptions and prejudices ingrained through our society. More importantly, inclusive settings will seek to challenge these perceptions and challenge themselves to help balance these imbalances.

What is Ordinarily Available Provision?

The additional needs of most children and young people can be met by **inclusive quality first teaching and reasonable adjustments** from the funding and resources that are already or 'ordinarily' available in their mainstream school or setting.

The SEND Code of Practice, 2015 links high quality teaching with ordinarily available provision: "...higher quality teaching ordinarily available to the whole class is likely to mean that fewer pupils will require such support." (para 6.15).

Diagram: Layers of Ordinarily Available Provision



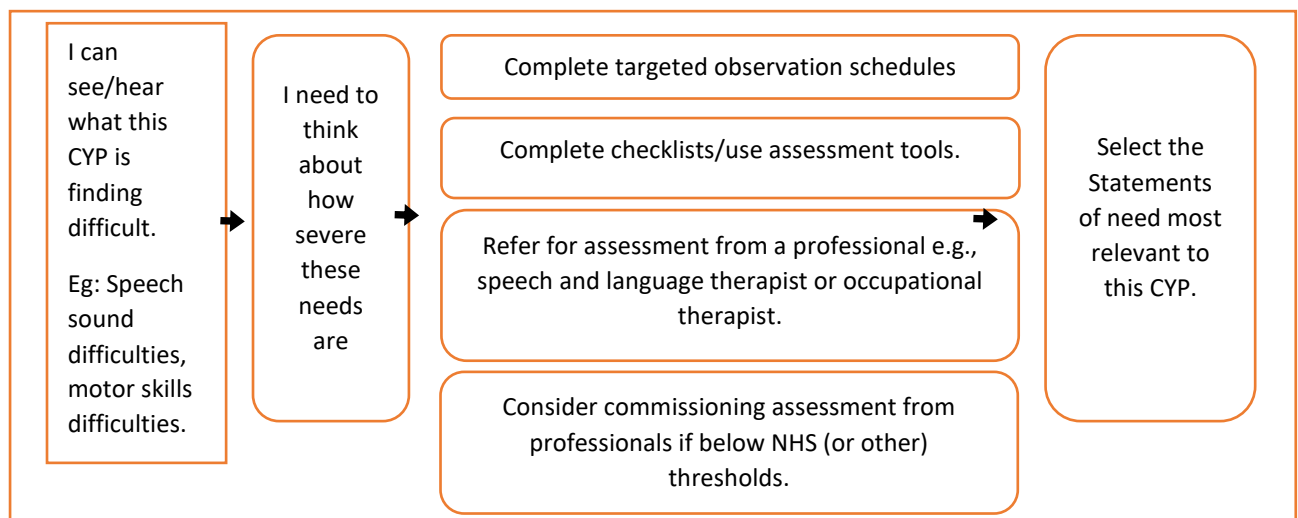
APPENDIX 4- IDENTIFYING THE NEEDS OF LEARNERS

For all areas of need, the following steps will be important:

1. Look at any professional reports (eg SALT, EP, OT) written within the past 18 months.
2. Interview a staff member who knows the CYP best
3. Interview a parent/carer
4. Complete direct assessment yourself (eg through observation/interview).

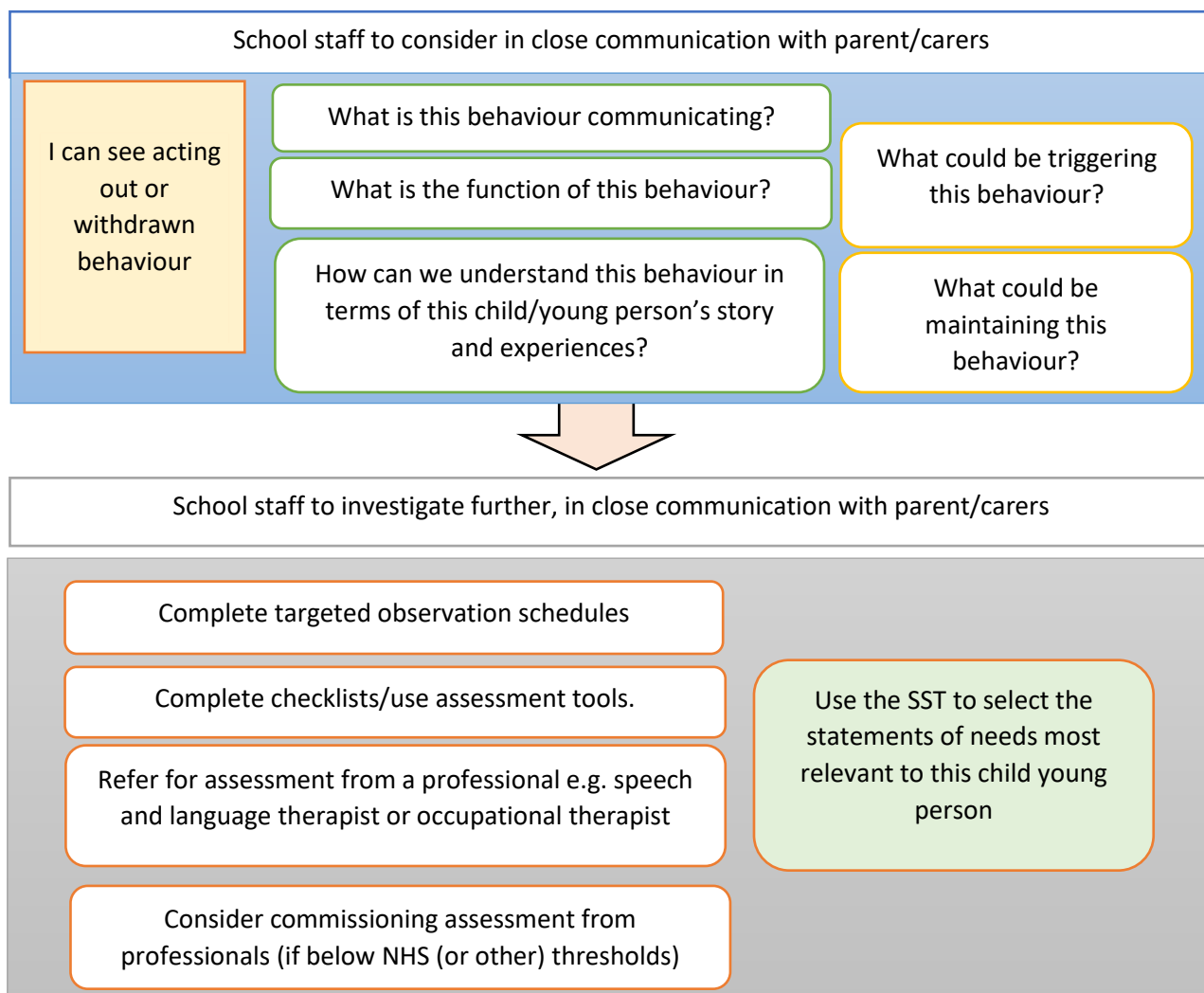
Sometimes the **type** of need will be observable, and the task will be to identify the level of **severity** of that need a process outlined in Figure 3.

Figure 3: Identifying severity of needs



Sometimes a **behaviour** is observable however the underlying **needs** are less obvious. The educational setting is then required to complete some more complex information gathering, assessing, and hypothesising to determine what the child/young person's needs are as shown in **Error! Reference source not found.**

Figure 4: Identifying more complex needs when there is an observable behaviour.



APPENDIX 5: OBSERVATION TOOLS AND PROFORMAS

Understanding Communication Needs -Observation of group activity

CYP Reference/Initials		Setting name		
Teacher name		Teacher corroborates that this observation gives a realistic/typical presentation? (Yes/No)		
CONTEXT				
Date of observation			Time of Observation	
Collaborative group activity		<i>A group task that requires collaboration. Perhaps using lego, a problem solving challenge, planning an event....</i>		
Set up of the group (number/ages/communication needs)				
Area of potential difficulty	What can he/she/they do? What does it look/sound like?	What does he/she/they find more difficult?	Level of difficulty with this compared to similar aged peers (0-5)	
Style of Communication				
Speaking (Up to 4 years)				
Speaking (Up to 5 years)				
Vocabulary and sentence structure				
Word finding				
Speech (2-5 years)				
Speech				
Brain injury or adverse circumstances.				
Impact of anxiety /emotional well-being				
Social expressive language				
Conversational rules				
Communication – Preparing for Adulthood				
Functional communication				
Non-verbal, alternative/augmented communication.				
Attention and listening				
Memory				
Verbal comprehension				
Processing speed				
Instructions				
Questions				
Vocabulary				
Communication – Preparing for adulthood.				
EAL/TESOL				
Understanding social language				
Non-verbal, alternative/augmented communication.				

*Remove any relevant rows to focus on the areas of difficulty

Learning Behaviours Observation Tool

CYP Reference/Initials		Setting name		
Teacher name		Teacher corroborates that this observation gives a realistic/typical presentation? (Yes/No)		
CONTEXT				
Date of observation			Time of Observation	
Project/activity		<i>A task that can be completed in a group situation that requires problem solving, processing of instruction, organisation, focus and flexible thinking (see thinking skills curriculum or...)</i>		
Set up of the group (number/ages/communication needs)				
Area of potential difficulty	What can he/she/they do? What does it look/sound like?	What does he/she/they find more difficult?	Level of difficulty with this compared to similar aged peers (0-5)	
Independence as a learner				
Following staff expectations with learning				
Organisation and Planning				
Flexible thinking				
Attention and concentration				
Mindset				
Motivation and aspiration				

*Remove any relevant rows to focus on the areas of difficulty

Theory of mind

Ask the CYP to read/listen to some information (fiction or non-fiction) and then ask comprehension questions to see how much they can put themselves in the shoes of other people in the story.

Observation of a behaviour in the classroom to help identify needs (In depth)

CYP Reference/Initials		Setting name				
Teacher name		Teacher corroborates that this observation gives a realistic/typical presentation? (Yes/No)				
CONTEXT						
Date of observation		Time of Observation				
What is the class/group doing? (lesson/topic/description)						
Sketch of classroom layout/learning environment with an 'X' where target child/young person is sat.				Number and roles of staff in the room		
Desired Outcome(s) for this CYP (What do we hope will change?)						
Observation Focus:						
OBSERVATION						
What's going well? (positives/successes in class context/ child behaviour/ environment/resources)						
What is difficult? Issues/concerns						
Simple description of <i>observed</i> behaviour/difficulty	Tally for when observed	Level of frequency during the observation (0-5)	Level of severity (how much is this a barrier to learning?) (0-5)	Did anything happen just before the behaviour or in the build up to it happening? (antecedents)	What seems to be working? (Strategies observed, language used...)	
Thoughts/Hypotheses/Ideas						

Behaviours for learning	Observers perception after the observation (0-10)	Behaviours for learning	Observers perception after the observation (0-10)
Engagement		Social inclusion	
Motivation to learn		Emotional Well-being	
Independence		Concentrating and on task	
Avoidance of distractions			

Observer name and role	
-------------------------------	--

Focused Observation to help identify needs (Snapshot)

CYP Reference/Initials		Setting name				
A key person to the CYP corroborates that this observation gives a realistic/typical presentation? (Yes/No)						
CONTEXT						
Date of observation		Time of Observation				
Where is the observation taking place?						
Who else is there apart from you and CYP? (Number and roles)						
What is the CYP supposed to be doing?						
Observation Focus:						
OBSERVATION						
What's going well? (positives/successes in class context/ child behaviour/ environment/resources)						
What is difficult? Issues/concerns						
Simple description of <i>observed</i> behaviour/difficulty	Tally for when observed	Summary of level of frequency during the observation (0-5)	Level of severity (how much is this a barrier to learning?) (0-5)	What areas of SEND does this behaviour relate to? (CI/CL/SEMH/PS)	What subarea does this relate to?	

