

LAMBETH SEN PROFILING PROFILES

NOTES FOR GUIDANCE

Purpose

1. To provide a common language framework which should inform the writing of assessments and support plans at all stages from initial completion of the single assessment form to statutory assessment for EHCP if that is required.
2. To provide SEN profiles of individual young people that are shared with parents and all involved professionals. The profiles are used to provide shared understanding of a young person's needs, identify interventions and placements. The profiles will be used to inform annual reviews and can be used at more frequent intervals for short-term target setting and progress mapping.
3. To more clearly define the range of educational needs met in mainstream and specialist provision in line with the designations of special schools and other settings, and thus provide, in conjunction with the profile and common language, a clear pathway from assessment to provision which is understood by all.
4. The profiles are not diagnostic forms. They bring together the outcomes of various assessments into one place so that the young person's needs to promote maximum learning can be holistically addressed.
5. To be, or support, a provision map for a young person including the cost of interventions and support which will enable schools and settings to demonstrate clearly the need for additional High Needs Block funding where appropriate.

How to use the Profiles

Ownership

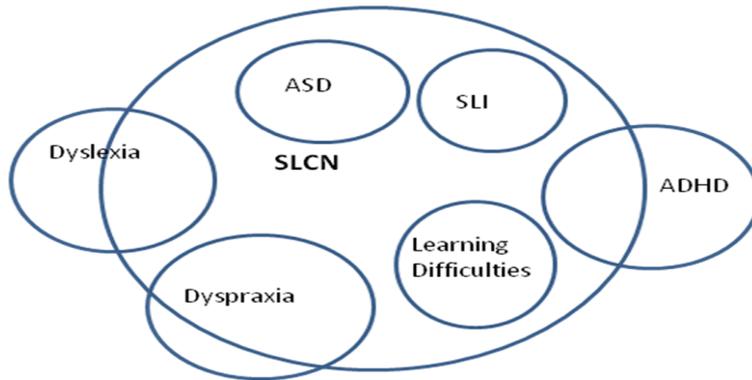
For a young person in a school or other learning setting the "ownership" of the Profiles will normally be the SENCO. This is because the focus of the Profiles is to support learning. Other service contributions will be managed by the school.

If a profile is completed in a pre-school setting it is owned by the lead person in that setting.

Completion

A pupil or young person will have as many profiles as are needed to describe their needs.

The profiles are designed to align with the Communication Trust model for the relationship between SLCN and other needs (see below).



Thus, a pupil or young person who has ASD will have a profile for ASD and a profile for SLCN. It is very likely that they will have a learning profile as well.

The profile can be completed in either a paper or electronic version.

Highlight the indicators that most closely match the information from the current assessment reports and observations. If possible this should be done in consultation with the professional who has produced the assessment report and the parent/carer. Only highlight an indicator where there is evidence to support that.

Interventions should be highlighted where they are being used. If an intervention is used which is not on the Profile it should be written in where appropriate. Future interventions are noted in the appropriate space at the bottom of the Profile.

A pupil could have highlighted indicators in a number of levels. There is not an "A" or "B" type of young person.

When completed the Profile gives an immediate visual profile of a pupil.

When to use the Profiles

A Profile should be used at any time when a picture of a pupil's needs/achievements is needed, e.g. initial awareness of a special need, plotting progress, identifying an escalation of need, transition points, statutory assessment, Annual Review.

It could be used selectively at more frequent intervals to plot progress and to target-set for a pupil

The use of Profiles should be a transparent process with all involved, professionals and parents and carers and where possible, the pupil or young person themselves. This will give an element of self evaluation and engage the pupil or young person in agreeing interventions.

The Profiles and the Evidence Base

The Profiles are summary documents for the educational purposes described above. They are ultimately about a consistent language that describes the presenting barriers to learning of a young person as assessed by the professionals using their respective expertise, and contributed to by the experience of the parents and carers.

The Profiles bring into one place a map of the levels of Special Educational Need and the interventions and support which are currently used or will be used with the pupil or young person.

The evidence base which informs the Profiles comes from the Single Assessment Form which contains the evidence base compiled from the assessments made by the various professionals and agencies who have contributed to the Single Assessment Form.

The Profile provides a summary of the barriers to learning in a specific area of need, and the interventions agreed by the professionals and parents and carers as appropriate. It does not provide the detail of the interventions; that detail lies in the individual action plans of the individual young person. The Profile can carry a note of the costs of those interventions.

Needs and Settings

The best use of a continuum of provision and settings to meet a specific barrier, (e.g. ASD, Speech Language and Communication), requires an identification of the nature and level of needs that are met by the various settings. It is not practical to list in detail the programmes and interventions that each setting provides. A form of language is required which is understandable to professionals and parents and carers, and which enables that match to be made.

The profiles give a language which enables a match to be made between a pupil or young person and the setting which best meets their needs. This match will always be a matter of professional judgement and parental preferences as all settings will always provide a spectrum of provision within a specialism.

Very few young people with special educational needs present with a single barrier to learning, which is why the concept of primary and secondary needs was developed for the 2001 Code of Practice. All settings will have a designated prime need, but will also meet a range of secondary needs.

All pupils and young people who have an ASD, SLCN, or ESD profile will also have a learning profile.