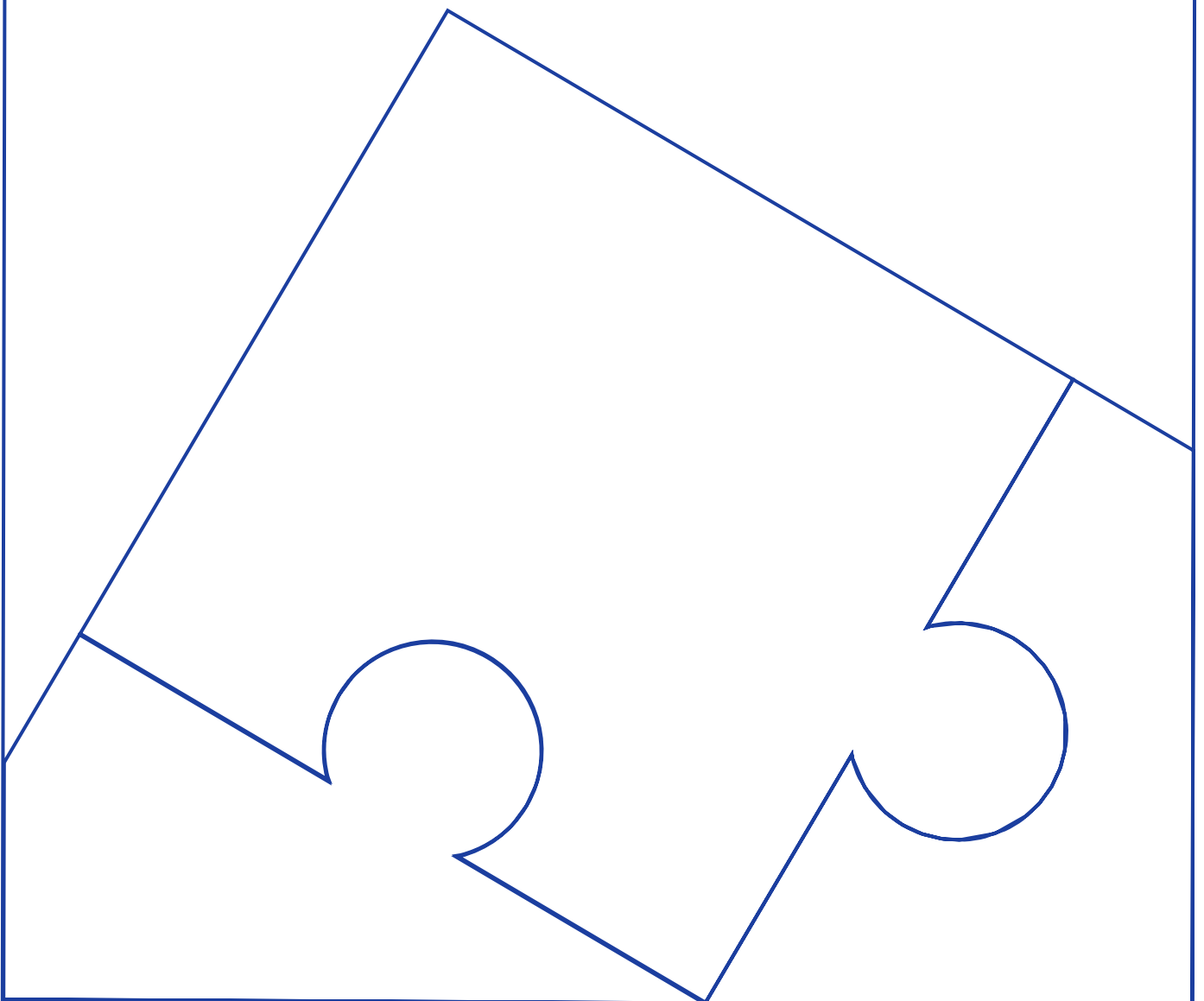




Kath Ellis
understanding piece by piece

SERVICE BROCHURE

June 2026



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About Me

I'm Kathryn Ellis, an Advanced Speech and Language Therapist with more than 30 years of professional experience working with children and young people with language and communication disorders, as well as other members of the neurodevelopmental disorder family - we can think of them as cousins - such as ADHD, Developmental Co-ordination Disorder, Learning Disability and ASD. I specialise in helping schools recognise the *whole learner* - how their cognition and learning, any diagnoses and their speech, language and communication profile are three pieces of a jigsaw, with executive function and the wider context of their family setting and developmental history as the final pieces.

My focus is what's best for the learner - what do we know? so what now?

How can we work together?

The JIGSAW MODEL

Developed over a ten-year period, the Jigsaw Model is a structured framework that helps teachers, parent/carers and professionals quickly understand how different aspects of a learner's development fit together. It focuses on key areas - Cognition and Learning, Diagnostic Information, Speech, Language and Communication, Other Important Factors and Executive Function. Their combined influences create a map of current strengths, differences and needs.

Services for teaching staff

I work closely with teachers to build a clear, practical picture of each learner's strengths, differences and needs; a whole person approach using JIGSAW. This helps schools confidently meet their responsibilities under the Additional Learning Needs (ALN) Code 2021, to work with families and other professionals to use school-based assessment, information from parent carers and other professionals, combining different skills and perspectives to identify any needs and meet them.

My approach is collaborative and evidence-based, to first understand what's already working for those staff in that setting. From there, I can offer language-specific ideas, ways that familiar adults can make small changes to the way they communicate. Those small changes can reduce the layers of demand and increase opportunities for learners to successfully engage and respond. Inclusive approaches that recognise the impact of each part of the learning environment - physical, sensory, emotional, social and linguistic – can adapt in ways that reflect the needs for that learner as a whole person.

Delivery Summary

Universal Training Packages

A. Introduction to Speech, Language and Communication (SLCN)

Format: 3h in-person + 1h prep/eval

Group size: 6–8 participants

Suitable for: LA staff, Health Board, Governors, third sector, EHE parent/carers **Includes:**

- Foundations of SLCN
 - Developmental expectations
 - SLCN vs Autism/ADHD/dyslexia
 - Language as protective/risk factor
 - Adaptive adult communication
 - Early identification
-

B. Introduction to Profiling & JIGSAW (2.5h version)

Format: 1.5h delivery + 1h prep/eval

Group size: 6–8

Suitable for: LA staff, Health Board, Governors, third sector

Includes:

- What profiling is
 - Five JIGSAW areas
 - Developmental expectations
 - Early identification
-

C. JIGSAW+ Profiling & Interpretation (Full 4h package)

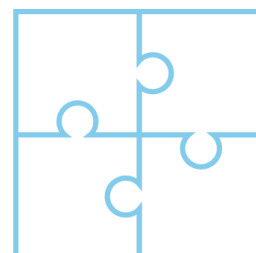
Format: 3h in-person + 1h prep/eval

Group size: 6–8

Suitable for: ALNCo, senior leaders, EHE parent/carers

Includes:

- Five JIGSAW areas
- Inductive reasoning
- Completing the profile step-by-step
- Data interpretation
- Planning next steps



Delivery Summary

Targeted Training Packages

A. Verbal Reasoning (4h package)

Format: 3h delivery + 1h prep/eval

Group size: 6-8

Suitable for: Education staff supporting pupils with ALN, EHE parent/carers

- The Blank Language Scheme: theory and the four levels.
- Verbal reasoning in the communication chain
- When to use it — and when not to.
- Best practice for administering and recording (TALC)
- Scoring and interpreting results using JIGSAW to inform next steps.
- Adaptive communication for universal, language-aware inclusion.
- Targeted intervention using the Assess–Plan–Do–Review cycle.

B. SLCN and Behaviour (2 × 3h sessions)

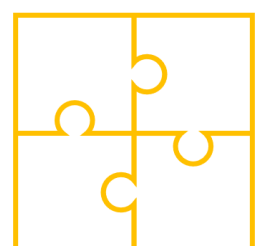
Format: 6h delivery + 2h prep/eval

Group size: 8–10

Suitable for: ALN staff, behaviour teams, EHE parent/carers

Includes:

- Verbal reasoning, social communication, emotional regulation
- Language capacity vs language demand
- Behaviour interpreted through JIGSAW
- Adaptive adult communication
- Blank Level questioning
- Defocussed communication
- Reducing language load to prevent dysregulation



Delivery Summary

Specialist Provision

A. Whole-Person JIGSAW Profile (Individual Learner)

Format: 1h online or in person

Group size: 1

Suitable for: Suitable for education staff with key responsibilities for ALN

Includes:

- Multi-source information gathering
 - Full JIGSAW+ interpretation
 - Next steps planning
-

B. Specialist SLT Assessment

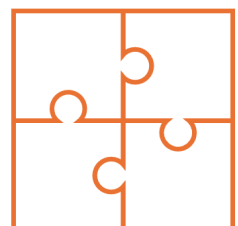
Format: 4-5h direct contact + 2h prep/eval

Group size: 1

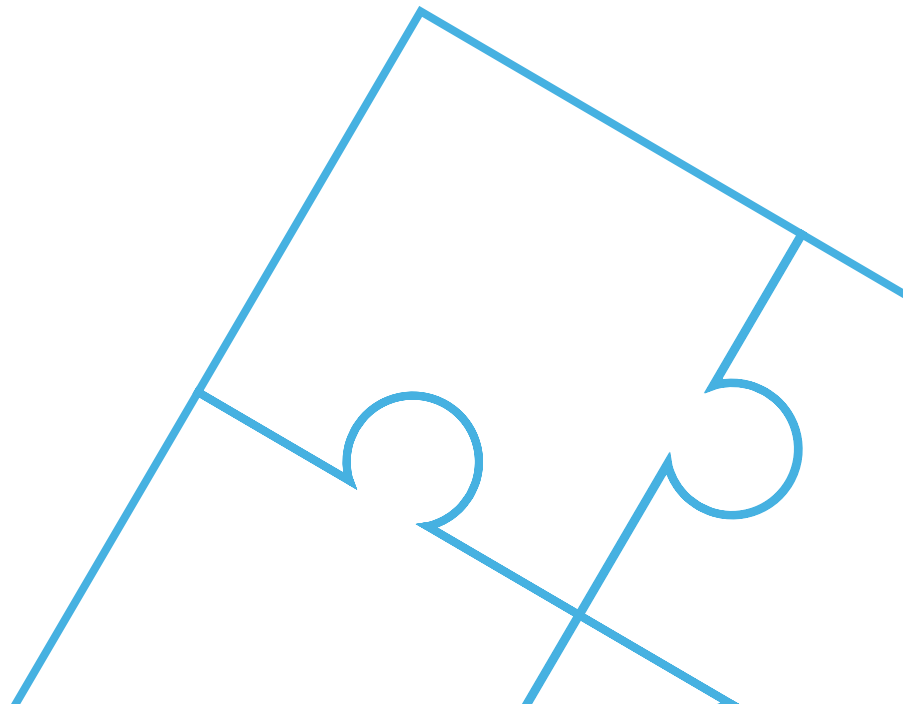
Suitable for: Individual school aged learner, 5-18y

Includes:

- Full language, social communication & executive function profile
- Written report
- Recommendations aligned to ALN Code



Universal



Tier	Resource	Purpose	Audience	Time & Cost	Outcome
Universal	Training package: Introduction to Speech, Language and Communication	To have a foundational understanding in speech, language and communication needs, SLCN, by learning about: • the difference between speech, language and communication (SLC). • how they develop and relate to learning, social relationships, emotional regulation and behaviour. • how SLCN is different to dyslexia, Autism, ADHD and other ALN. • the role of language as a protective factor for resilience and wellbeing. • the impact of SLCN on behaviour, attendance and mental health. • the power of early identification, and the impact of adaptive adult communication for a language-aware inclusive approach.	Small group of 6-8 Suitable for: • Local Authority professionals in Education or Social Services. • Local Health Board staff working with education colleagues to support CYP and their families. • Governing Body members with responsibilities for IA2 Wellbeing, Care, Support and Guidance. • Third sector staff working with CYP and their families to support ALN. • Parent/carers in an Elective Home Education role.	3h In person 1h Preparation and evaluation Cost on request	○ Understanding of developmental expectations and holistic integrated profile to enhance classroom practice and improve quality of information and support to parent/carers. Over time this may reduce requests for help from other Local Authority teams. ○ Clear structured framework to support discussions with parent/carers, with shared expectations based on developmental profile not just age. ○ Transfer of learning to practice with evidence of more effective universal provision through: • introduction of language-aware inclusive approaches • more examples of adaptive adult communication in the setting. ○ Increased use of school-based monitoring and screening tools to increase early identification and early intervention. ○ Staff routinely consider whether language is a protective factor or a risk factor for a young person when parents raise concerns, to prevent the risk of SLCN being overlooked due to lack of public awareness/online content, compared to other Neurodevelopmental Disorders such as ADHD or Autism.

Introduction to Speech, Language and Communication		
☐ Pre-course self-assessment	☐ Post-course self-assessment	
Format: ✓ Yes ✗ Not Yet		
1. Foundations of Speech, Language and Communication	✓	✗
I can explain the difference between speech, language and communication.		
I understand how SLC develops and underpins learning, relationships, emotional regulation and behaviour.		
I know how to identify SLCN compared to Autism, ADHD, dyslexia or other ALN.		
2. SLCN as a Protective or Risk Factor		
I can identify when language is a protective factor for resilience and wellbeing.		
I can explain how SLCN impacts behaviour, attendance and mental health.		
I routinely consider language as a protective or risk factor when concerns are raised.		
3. Profiling and Early Identification		
I recognise early indicators of SLCN using developmental expectations.		
I can build a holistic integrated profile of strengths, differences and needs.		
I use school-based monitoring and screening tools to support early identification.		
4. Adaptive Adult Communication		
I understand how SLCN can be a barrier to learning and my role to prevent that.		
I adapt my communication to reduce language demand and prevent emotional dysregulation.		
I enable understanding with language-specific differentiation and visual support.		
5. Universal Provision and Classroom Practice		
I use language-aware inclusive approaches to strengthen universal provision		
I use a holistic developmental profile to inform my planning for learners with SLCN		
I avoid unnecessary referrals to other services through robust early identification		
6. Working in partnership with families and multiagency teams		
I discuss SLCN with parent/carers in language that makes sense to them.		
I use developmentally-informed information with parent/carers to share expectations.		
I collaborate with third sector partners, Local Authority and Health Board colleagues.		
7. Impact on Practice and Systems		
I share my SLCN knowledge and skills with others to promote consistent best practice.		
I provide clear information to parent/carers and professionals about learners with SLCN.		
I use school-based assessment and monitoring to inform early identification.		

Tier	Resource	Purpose	Audience	Time & Cost	Outcome
Universal	Training package: Introduction to profiling and JIGSAW	To understand: • what is profiling. • the five areas of the JIGSAW model: ○ Cognition and Learning ○ Diagnostic Information ○ Executive Function ○ Speech, Language and Communication ○ Other information • how each piece relates to the others and builds into an integrated, whole-person profile of strengths, differences and needs.	Small group of 6-8 Suitable for: • Local Authority professionals in Education or Social Services. • Local Health Board staff working with education colleagues to support CYP and their families. • Governing Body members with responsibilities for IA2 Wellbeing, Care, Support and Guidance. • Third sector staff working with CYP and their families to support ALN.	1.5h Online or in person 1h Preparation and Evaluation Cost on request	• Understanding of developmental expectations and holistic integrated profile to improve quality of information and support to parent/carers. • Clear structured framework to support discussions with parent/carers, with shared expectations based on developmental profile not just age. • Staff automatically consider whether language is a protective factor or a risk factor for a young person when parent/ carers raise concern, to prevent the risk of unidentified need of SLCN due to lack of public awareness/online content, compared to other Neurodevelopmental Disorders like ADHD or Autism. • Increased understanding of how school-based monitoring and screening tools can increase early identification and early intervention based on a robust, needs-led decision-making process.

Profiling and JIGSAW: self-assessment		
	✓ Yes	✗ Not Yet
1. Understanding Profiling	✓	✗
I understand what profiling is, including developmental expectations.		
I can explain why profiling supports early identification.		
I can explain how it supports discussions with parents/carers.		
2. Understanding JIGSAW		
I can explain what the 5 areas mean and what they include.		
I can complete the JIGSAW step-by-step using a clear, replicable process.		
I can identify gaps or missing information to prevent inaccurate interpretation.		
3. Building a Whole-Person Profile		
I can explain how the 5 JIGSAW areas interrelate.		
I can integrate information from the 5 areas.		
I can use the profile to identify strengths, differences and needs.		
4. Interpretation of Developmental Expectations		
I can explain how developmental expectations fit into the profile.		
I can interpret information using developmental expectations.		
I can identify developmental mismatch.		
5. Language as a protective factor or a risk factor		
I understand how language can be a protective or risk factor.		
I consider possible SLCN when concerns are raised about learning, friendships, emotional regulation or behaviour.		
I can explain to others why SLCN must be considered when those concerns are raised.		
6. Planning Next Steps		
I understand how school-based assessment and screening tools enable early identification.		
I can use JIGSAW to inform my planning and decisions about next steps.		
I can align next steps with universal, targeted or specialist provision based on their set of strengths, differences and needs.		
7. Improving Practice and Early Identification		
I can use school-based monitoring and screening tools to support early intervention of need act promptly to prevent escalation.		
I can communicate clearly with parent/carers using a structured, shared-language framework.		
I can use the JIGSAW profile to enhance classroom practice and adapt provision.		

Tier	Resource	Purpose	Audience	Time & Cost	Outcome
Universal	Training package: JIGSAW+ profiling and interpretation	To understand: • the role of profiling. • the five areas of the JIGSAW model: ○ Cognition and Learning ○ Diagnostic Information ○ Executive Function ○ Speech, Language and Communication ○ Other information • how each piece relates to the others. • how to complete the JIGSAW step by step. • Barton's model of reflection, and importance of inductive reasoning. • how to analyse and interpret quantitative and qualitative data • build a whole-person profile of strengths, differences and needs. • plan next steps based on a robust evidence-informed process.	Small group of 6-8 Suitable for education staff with key responsibilities for Additional Learning Needs, ALN, e.g. • ALN Co-ordinator or their deputy. • Headteachers or Assistant/Deputy Headteachers. • Parent/carers in an Elective Home Education role.	3h In person 1h Preparation and Evaluation Cost on request	• Understanding of developmental expectations and holistic integrated profile to enhance classroom practice and improve quality of information and support to parent/carers. • Clear structured framework to support discussions with parent/carers, with shared expectations based on developmental profile not just age. • Recognising differences and needs, to avoid overidentification or inappropriate intervention. • Identification of gaps to reduce the risk of needs not being identified or assumptions being made. • Inductive reasoning with consistent data interpretation to increase early identification and prevent needs being missed or overlooked. • Staff now automatically consider language as a protective factor or a risk factor for a young person when parent/ carers raise concern, to prevent the risk of unidentified need of SLCN due to lack of public awareness/online content, compared to other Neurodevelopmental Disorders, like ADHD or Autism • Increased use of school-based monitoring and screening tools to increase early identification and early intervention based on a robust, needs-led decision-making process.

JIGSAW+: self-assessment		
Format: ✓ Yes ✗ Not Yet		
1. Understanding Profiling and JIGSAW+	✓	✗
I can explain the purpose of profiling and the JIGSAW process.		
I can explain how the JIGSAW pieces relate to each other and developmental expectations.		
I can create an individual set of strengths, differences and needs from the JIGSAW profile.		
2. Completing and Interpreting the JIGSAW Profile		
I can complete the JIGSAW step-by-step using a clear, replicable process.		
I can identify gaps or missing information to prevent inaccurate interpretation.		
I can triangulate information to prevent assumptions that lead to unidentified need and inappropriate provision.		
3. Reflective and Analytical Thinking		
I can avoid unfocussed information gathering and identify what's relevant.		
I understand the difference between deductive and inductive reasoning.		
I can reflect on my decision making and adjust to integrate new information.		
4. Analysing and Interpreting Data		
I can analyse quantitative and qualitative data to identify patterns and outliers.		
I can evaluate the reliability and limitations of different data sources.		
I can use consistent data interpretation to inform early identification and needs-led planning.		
5. Building a Whole-Person Profile		
I can construct a holistic whole-person profile, to create an individual set of strengths, differences and needs.		
I can recognise unidentified areas of need that may not be obvious/hidden in plain sight.		
I can communicate clearly with parent/carers using a structured shared language framework.		
6. Planning Next Steps		
I can plan evidence-informed next steps using JIGSAW and interpreting it (JIGSAW+)		
I can align those next steps with universal, targeted or specialist provision as appropriate.		
I can follow a Plan – Do – Review cycle using school-based monitoring tools.		
7. Improving Practice and Early Identification		
I can use the JIGSAW+ profile to improve classroom practice and enhance provision.		
I can evaluate the impact of language-aware approaches on behaviour and emotional regulation.		
I can share my learning with others to promote consistent best practice approaches to improve outcomes in a wider, whole-school approach.		

Targeted



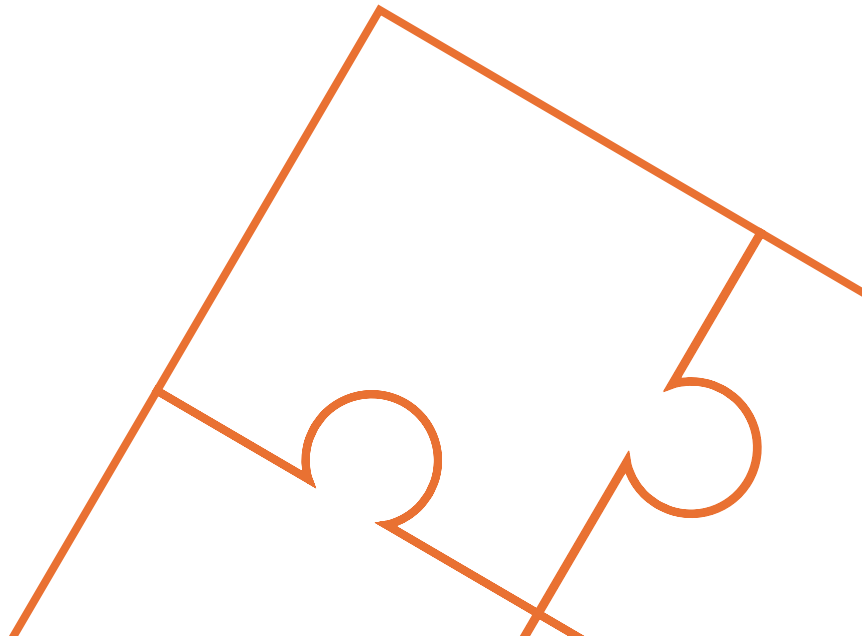
Tier	Resource	Purpose	Audience	Time & Cost	Outcomes with separate self-assessment tool
Targeted	Training package: Verbal reasoning This course builds on the foundational knowledge from “Introduction to Speech, Language and Communication course” offered as universal training. Please contact me if you need to check the course is right for you.	To understand how and why to assess verbal reasoning by learning about: - the Blank Language Scheme: the theoretical basis and four levels. - verbal reasoning as part of a communication chain, and its role in learning, social relationships, emotional regulation and behaviour. - why to use it, or not - best practice during administration and recording with published tools such as TALC or other resources like books. - scoring and interpretation applied your JIGSAW to inform next steps. - the impact of adaptive adult communication and differentiation for a language-aware inclusive approach universally. - targeted intervention – assess plan do review cycle.	Small group of 6-8 Suitable for: - Education staff supporting pupils with Additional Learning Needs, ALN - Parent/carers in an Elective Home Education role.	3h In person 1h Preparation and evaluation Cost on request	- Understand developmental expectations for verbal reasoning in the context of the individual JIGSAW profile of a learner. - Understand how adults can ask questions in the classroom or at home, that are more complex than the learner’s current level of understanding, which increases the language processing demand on them. - Recognise how their emotional regulation and behaviour will change when they do not have the language capacity to manage that demand. - Clear structured framework to support parent/carers who have concerns about emotional regulation and/or behaviour, with shared expectations based on developmental profile not just age. - Consistently administer, analyse and interpret verbal reasoning assessment to enhance quality of school-based monitoring to increase early identification and early intervention. - Transfer of learning to practice with evidence of more effective universal provision through: - language-aware inclusive approaches that meet need e.g. integrates differentiated Blank level questions into whole class or small group curriculum tasks like Science - adaptive adult communication that reflects the learner’s capacity and prevents emotional dysregulation - models language-aware adult communication to parent/carers to create consistency in different settings and support regulation and behaviour at home.

Verbal Reasoning - Blank Levels: self-assessment		
Format: ✓ Yes ✗ Not Yet		
1. Understanding the Four Levels in Blank	✓	✗
I can explain each Blank Level and how demands increase from concrete to abstract.		
I can classify questions accurately into Levels 1–4.		
I understand the progression: naming → describing → reasoning → problem-solving.		
2. Assessing a Learner's Level		
I can identify a learner's current level using informal assessment.		
I can interpret assessment findings to understand strengths and needs.		
I can avoid language overload by matching questions to the learner's level.		
3. Applying Blank Levels in Teaching		
I can use level-appropriate questions during lessons, play and conversations.		
I can integrate Blank Levels into curriculum tasks (stories, problem-solving, group work).		
I can differentiate for SLCN/ALN using adapted questioning and scaffolds.		
4. Modelling Language Effectively		
I use comment-rich language instead of questions to reduce pressure.		
I model vocabulary and sentence structures appropriate to each level.		
I reduce linguistic load when a learner is struggling.		
5. Supporting Emotional & Behavioural Regulation		
I match language level to emotional state during dysregulation.		
I recognise when behaviour is language-driven and adjust my approach.		
I use simple, concrete language for co-regulation when needed.		
6. Working With Families & Teams		
I can explain Blank Levels to families in language that makes sense to them.		
I can model level-appropriate questions for parents to use at home.		
I collaborate effectively with SLTs and ALN teams for consistency.		
I use Blank Level outcomes in Plan Do Review cycles to plan and review support.		
7. Planning & Monitoring Next Steps		
I can set level-appropriate goals for learners.		
I can monitor progress over time using observations and responses.		
I can adjust questioning as learners develop to support growth.		

Tier	Resource	Purpose	Audience	Time	Outcome
Targeted	This course builds on the foundation knowledge from “Introduction to Speech, Language and Communication course” offered as universal training. Training package: SLCN and Behaviour This session covers how language development is linked to social, emotional and behaviour difficulties, which people call SEBD. It explores language and communication development within the JIGSAW model, and how evidence is key to identifying strengths, differences, and needs, to then agree decisions about next steps with confidence. There is also an introduction to different ways to adapt adult communication, which fit with an inclusive environment whether whole class, small group or with individual learners.	To understand by learning: • how they develop and relate to learning, social relationships, emotional regulation and behaviour. • what do we mean by language capacity and language demand. • the power of early identification, and the impact of adaptive adult communication for a language-aware inclusive approach. • different approaches to reduce language demand and how they work. • how to create consistent language-aware approaches with parent/carers.	Small group of 8-10 Suitable for: • Education staff supporting pupils with Additional Learning Needs, ALN • Parent/carers in an Elective Home Education role.	2 x 3h sessions: 6h total In person 2h preparation and evaluation Cost on request	m Understand developmental expectations for verbal reasoning, social communication and emotional regulation in the context of the individual JIGSAW profile of a learner. m Recognise the impact on emotional regulation and behaviour when language demand is greater than their language capacity. m Clear structured framework to support parent/carers who have concerns about emotional regulation and/or behaviour, with shared expectations based on developmental profile not just age. m Understand different adaptive adult communication and their role in language-aware inclusive approaches m Transfer of learning to practice: - l differentiated Blank level questions - l defocussed communication - l adaptive adult communication to prevent emotional dysregulation - l language-aware adult communication shared with parent/carers to create consistency in different settings and support regulation and behaviour at home.

Language and Behaviour: self-assessment		
Format: ✓ Yes ✗ Not Yet		
1. Understanding the relationship between language and behaviour	✓	✗
I understand how language affects social communication, emotional regulation and behaviour.		
I understand language capacity vs language demand – the sequence of what, so what, now what		
I recognise when behaviour or emotional dysregulation may be linked to unmet language needs.		
2. Using the JIGSAW to interpret behaviour		
I can interpret possible reasons behaviour within the context of an individual JIGSAW profile.		
I can use developmental expectations to guide conversations with parent/carers.		
I can identify strengths, differences and needs using evidence from the JIGSAW model.		
3. Early Identification and Evidence-Informed Decisions		
I understand the importance of early identification for preventing escalation of emotional dysregulation or behavioural reactions.		
I can gather and use evidence to make confident, shared decisions about next steps.		
I can explain how language-aware practice supports emotional regulation and behaviour.		
4. Adaptive Adult Communication		
I can use adaptive adult communication strategies to reduce language load and prevent emotional dysregulation.		
I can apply differentiated Blank Level questions to match a learner's verbal reasoning level.		
I can use defocussed communication to reduce language demand and foster engagement.		
5. Creating Consistent Language-Aware Approaches		
I can explain the principles of a language-aware inclusive environment.		
I can share language-aware communication strategies with parent/carers to create consistency.		
I can support parent/carers to understand behaviour through a developmental and communication-focused lens.		
6. Applying Learning to Practice		
I can evaluate the impact of language-aware approaches on behaviour and emotional regulation.		
I can adapt my practice to reduce language demand in whole-class, small-group and 1:1 tasks.		
I can share my learning with others to promote consistent best practice approaches to improve outcomes in a wider, whole-school approach.		

Specialist



Tier	Resource	Purpose	Audience	Time & Cost	Outcome
Specialist	Specialist Speech and Language Therapy 1:1 assessment	The decision to assess is based on my interpretation of a completed JIGSAW profile, to identify the set of strengths, differences and needs. At that point, a specialist assessment may be one of the identified needs, to add detailed information to inform next steps, to add to what's already available from universal school-based assessment or screening.	Individual school aged learners, 5-18y.	Profile 1h Specialist 1:1 assessment 2-3h Report 2h Feedback 1h Total 6-7h	A comprehensive report which details: ○ JIGSAW+ ○ strengths, differences and needs from: receptive and expressive language assessments; social communication; task approach and motivation; executive function skills of attention, impulse control, flexible thinking, planning and organisation. ○ a clear summary with recommended next steps such as adaptive adult communication and language-aware inclusive approaches to underpin effective universal provision. ○ If I recommend using specific questionnaires to help make decisions about next steps, they would be discussed and costed separately.

Tier	Resource	Purpose	Audience	Time & Cost	Outcome
Specialist	Individual session with Kath Ellis for her to build JIGSAW and interpret it JIGSAW+	Using information from staff, Kath Ellis will: 1. Complete the JIGSAW process to complete an integrated whole-person profile, using quantitative and qualitative data with the 5 areas of: ○ Cognition and Learning ○ Diagnostic Information ○ Executive Function ○ Speech, Language and Communication ○ Other information 2. Interpret the completed profile, JIGSAW+ based on developmental expectations as well as age. 3. Create a set of strengths, differences and needs to inform next steps, based on Borton's model: what - so what – now what?	Suitable for education staff with key responsibilities for Additional Learning Needs, ALN, e.g. • ALN Co-ordinator or their deputy. • Headteachers or Assistant/Deputy Headteachers. • Parent/carers in an Elective Home Education role.	1h Online or in person*	At the end of the session, staff will have learned: ○ how to follow JIGSAW+ process to create a robust, profile, with an evidence-informed set of strengths, differences and needs, to confidently plan next steps. ○ how this can support discussions with parent/carers through a clear visual structure, to share expectations based on developmental profile, as well as age. ○ how to prevent needs being missed with consistent information, data interpretation and gap analysis. ○ how to reduce the risk of assumptions through inductive reasoning, to prevent unseen need. ○ how school-based monitoring and screening tools can increase early identification and early intervention based on a robust, needs-led decision-making process. ○ to recognise <i>differences</i> as well as needs, to prevent overidentification or inappropriate intervention. ○ the prevalence of SLCN as a Neurodevelopmental Disorder, ND, and the risk of SLCN being overlooked due to lack of public awareness compared to other Neurodevelopmental Disorders, like ADHD or Autism. ○ to identify language as a protective or risk factor when parent/ carers raise concern about learning, friendship, mental health, emotional regulation or behaviour, based on the evidence that SLCN is very common in all of those concerns. ○ how adaptive adult communication and language-aware inclusive approaches underpin effective universal provision.

Training Impact Summary

Why This Training Delivers Impact

Professionals across Speech & Language Therapy, Specialist Teaching, Early Help, Social Work and CAMHS consistently report that the training provides **clarity, confidence and practical tools** that immediately enhance their work with children, young people and families. The JIGSAW Framework, visual explanations and evidence-based approach were repeatedly highlighted as standout features.

Key Outcomes

1. Clearer, more confident decision-making

“Made me rethink how to approach new cases — the JIGSAW was really useful.”

Participants reported improved understanding of:

- How to analyse strengths, differences and needs
- What to ask to identify “the real question”
- How to gather evidence before referral
- How to interpret behaviour through a developmental lens

2. Practical tools that transfer directly into practice

“The JIGSAW was very helpful — I’ll use it in future discussions with school staff.”

Across all groups, the Jigsaw Framework was described as:

- Structured
- Easy to use
- Immediately applicable
- Helpful for multi-agency conversations

3. Complex concepts made simple

“The visuals made it easier to understand more complicated concepts.”

Attendees valued the clarity and accessibility of the training:

- Straightforward explanations
- Clear visuals
- Helpful analogies
- Demystification of ALN, DLD and communication needs

4. Stronger support for families

"Knowledge that can be used to empower parents."

Professionals left with:

- New language to use with parents
- Tools to empower families
- Strategies for explaining needs clearly
- Confidence in discussing communication differences

5. High engagement and positive learning experience

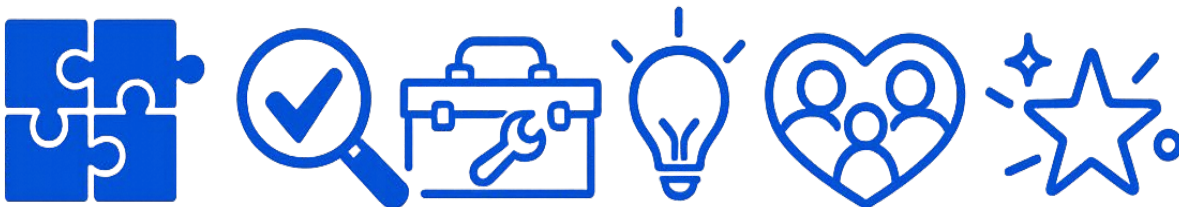
"Good pace, informative and engaging."

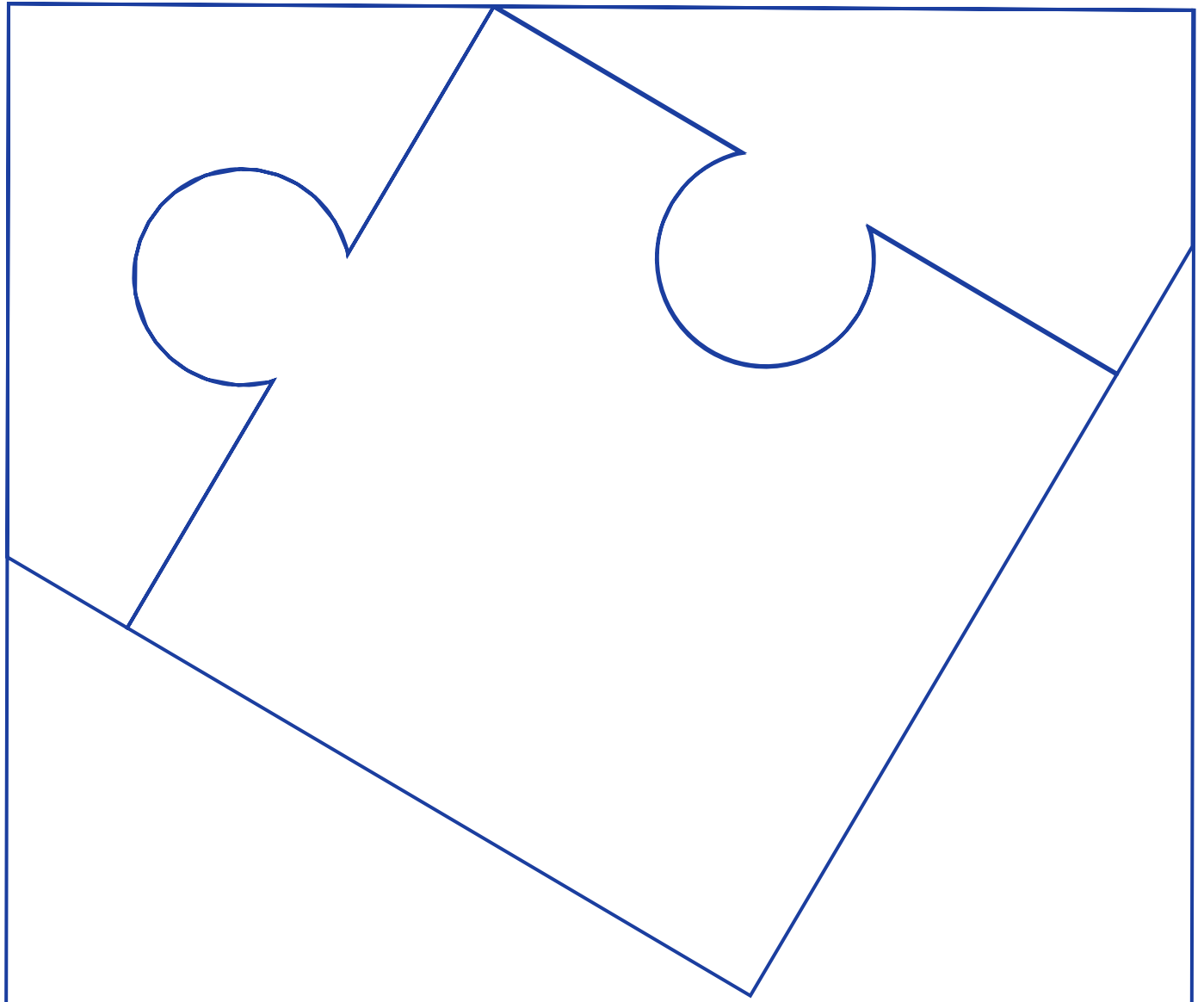
Participants consistently described the sessions as:

- Informative
- Interesting
- Interactive
- Enjoyable
- Relevant to their daily practice

Overall Impact

The training delivers **high-value, evidence-based learning** that strengthens professional practice across education, health and early help services. Participants leave with a clear framework, practical tools and a deeper understanding of communication needs — enabling better assessments, better conversations and better outcomes for children and families.





Kath Ellis

understanding piece by piece

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