

| Tier      | Resource                                               | Purpose                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Audience                                                                                                                                                                                                                                                                                                                                | Time & Cost                                                                              | Outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| Universal | Training package: JIGSAW+ profiling and interpretation | <p>To understand:</p> <ul style="list-style-type: none"> <li>the role of profiling.</li> <li>the five areas of the JIGSAW model: <ul style="list-style-type: none"> <li>○ Cognition and Learning</li> <li>○ Diagnostic Information</li> <li>○ Executive Function</li> <li>○ Speech, Language and Communication</li> <li>○ Other information</li> </ul> </li> <li>how each piece relates to the others.</li> <li>how to complete the JIGSAW step by step.</li> <li>Borton's model of reflection, and importance of inductive reasoning.</li> <li>how to analyse and interpret quantitative and qualitative data</li> <li>build a whole-person profile of strengths, differences and needs.</li> <li>plan next steps based on a robust evidence-informed process.</li> </ul> | <p>Small group of 6-8</p> <p>Suitable for education staff with key responsibilities for Additional Learning Needs, ALN, e.g.</p> <ul style="list-style-type: none"> <li>ALN Co-ordinator or their deputy.</li> <li>Headteachers or Assistant/Deputy Headteachers.</li> <li>Parent/carers in an Elective Home Education role.</li> </ul> | <p>3h<br/>In person</p> <p>1h<br/>Preparation and Evaluation</p> <p>Price on request</p> | <ul style="list-style-type: none"> <li>Understanding of developmental expectations and holistic integrated profile to enhance classroom practice and improve quality of information and support to parent/carers.</li> <li>Clear structured framework to support discussions with parent/carers, with shared expectations based on developmental profile not just age.</li> <li>Recognising differences and needs, to avoid overidentification or inappropriate intervention.</li> <li>Identification of gaps to reduce the risk of needs not being identified or assumptions being made.</li> <li>Inductive reasoning with consistent data interpretation to increase early identification and prevent needs being missed or overlooked.</li> <li>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</li> <li>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.</li> </ul> |

| JIGSAW+: self-assessment                                                                                                                  |   |   |
|-------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| Format: ✓ Yes    ✗ Not Yet                                                                                                                |   |   |
| <b>1. Understanding Profiling and JIGSAW+</b>                                                                                             | ✓ | ✗ |
| 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.                                               |   |   |
| <b>2. Completing and Interpreting the JIGSAW Profile</b>                                                                                  |   |   |
| 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.                          |   |   |
| <b>3. Reflective and Analytical Thinking</b>                                                                                              |   |   |
| 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.                                                              |   |   |
| <b>4. Analysing and Interpreting Data</b>                                                                                                 |   |   |
| 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.                                           |   |   |
| <b>5. Building a Whole-Person Profile</b>                                                                                                 |   |   |
| 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.                                                |   |   |
| <b>6. Planning Next Steps</b>                                                                                                             |   |   |
| 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.                                                              |   |   |
| <b>7. Improving Practice and Early Identification</b>                                                                                     |   |   |
| 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. |   |   |