

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 Costs on request	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.