

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 Price 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.		