

CRACKING THE CODE!

Speech, language and communication needs and the SEND Code of Practice

Use these questions at each stage of the graduated approach:



Assess.

What are the child's strengths as well as their needs?

What's the child interested in?

What information have we gathered from the parents, carers or family members?

Are there any external professionals already working with the child and what information can they provide?



Review.

What are the next steps?

How effective has the support been?

What have the challenges been?

What's the support looked like at home and in the setting?

How is the child doing against the planned long and short term outcomes?

What progress has the child made?

What's worked well?

Do.

Am I making observations based on planned outcomes?

Do I need to check anything with specialists at any point?

How's the support going at home?

How am I monitoring and recording the child's progress?

Plan.

What are everyone's desired long-term outcomes for the child?

What training and support needs do staff have?

What are the agreed short-term outcomes? Are they SMART?

What's the evidence that the intervention works?

What support should we implement and how shall we do it?

How can we build on what's working well already for the child?

When's the review meeting?

At each stage, remember to consider:

- Am I taking the child's strengths and interests into account?
- Am I including the views of the child's parents, family members or carers?
- Is my practice child centred?
- Am I involving external specialists when needed?
- Am I consistently sharing information with everyone who is involved with the child?
- Am I documenting what's happening at each stage of the process?

