

Strengths-based Questions

Best Practice guidance for key questions SENCOs can reflect upon when planning a child/young person's support

Help in the setting:

- ❖ What can be done in the classroom/within my setting, without external support?
- ❖ What needs to change in the short term to better enable this child/young person to access education and work towards a fulfilling adult life?
- ❖ What skills/likes/aspirations does the child have that I can build in to support?
- ❖ How does the child learn? What has worked well for them before?
- ❖ Who needs to be involved to ensure good support planning?

Help at home:

- ❖ How does the family see the child/ young person's needs?
- ❖ Are needs different in the home setting to the education setting?
- ❖ How can I help the parent(s) to help their child?
- ❖ How can I connect parent(s) to things that will help their daily lives—based on their assets, strengths and those of wider family and community?
- ❖ What do the family want to do? How can I help them take control?
- ❖ What offers do I have at my disposal to support the family? Where are the gaps in 'readiness', identified by LMBL-DIT— and how can I draw on existing resources, other professionals and wider networks (e.g., SENCO support networks) to address these gaps?
- ❖ How can I help the family to work on skills for independence that will support their child in a fulfilling adult life?

Ensuring child focus:

- ❖ What does a good life look like for this child or young person?
- ❖ What are the things that the child is good at- how can these be maximised?
- ❖ How can I help the child/family to engage with the support provided by professionals to achieve their aspirations?