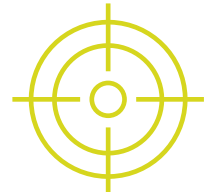
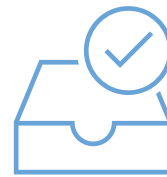


For parents/carers

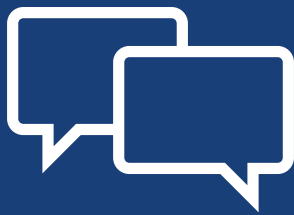
Your introduction to **LMBL-DIT** and preparing for your child/young person's SEN planning or annual review



This guidance document provides all of the information you need ahead of your child's SEN planning meeting or annual review.

- 1. What is **LMBL-DIT**? – [page 2-4]**
 - Providing an overview of the what the LMBL-DIT is and definitions you need to help score the home confidence rating for your child/young person.
- 2. Getting the best out of your child's SEN Support or annual review – [page 5-6]**
 - A guide to explain what you can expect from SEN Support planning or annual review meetings and how you can make the most out of it.
- 3. What does 'transition' mean and what should I expect for my child? – [page 7-8]**
 - A guide to explain what you can expect from 'transitions and how you can prepare for it to make the most out of it.
- 4. Support services to help me and my family**

1. What is **LMBL-DIT** and how do you use it?



What is the Living My Best Life – Derby Inclusion Tool (LMBL-DIT)?

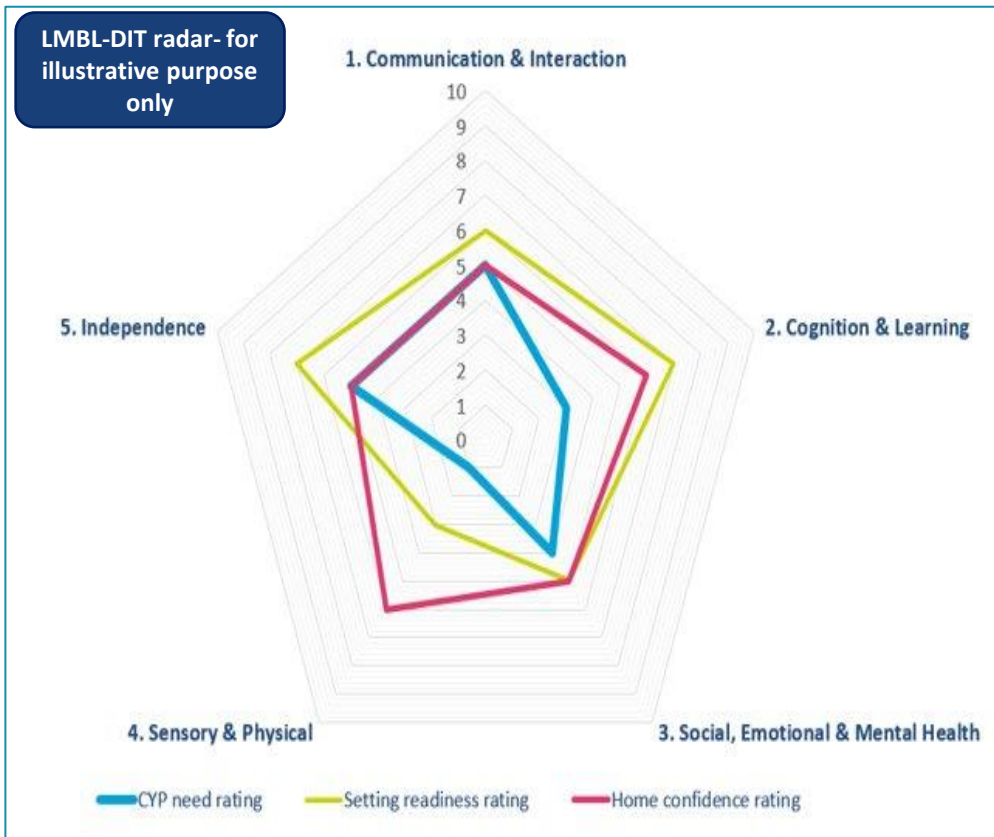
The LMBL-DIT tool is being introduced across Derby to improve outcomes for children and young people with SEND (special educational needs and disabilities). It does this by helping you and your child's nursery, school or college (setting) to work together to understand and support their needs.

Your child's SENCo will usually take the lead in completing this tool. However, you should always be involved in this process. This makes sure that your views are captured and you understand how they are supporting your child.

The tool includes a series of helpful prompts and questions to:

- Understand your child's needs across five key areas
- Understand how well your child's school is supporting their needs and the different support strategies that might be of benefit
- Understand how confident you feel in supporting your child at home

Once the tool is completed, it creates a simple diagram like the one below, showing where your child's needs are being met and where additional support could be provided.



The **blue line** will show your child's level of need across 5 key areas:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and Physical
5. Independence

The **green line** will then show the school's readiness to meet your child's needs across the 5 areas. Schools are provided with several prompts to support completing this tool.

The **pink line** then shows your level of confidence in supporting your child's needs at home, this is so we can support you and your child within your home environment and share support strategies and interventions or consider any services that you could benefit from.

How to complete the ‘Home Confidence Section’

The tool asks you to score your confidence between **0** (very little confidence in supporting your child’s needs) and **10** (you feel very confident to support your child’s needs).

There is no right or wrong answer when it comes to your rating, it is based solely on how confident you feel. It is important to be honest in your confidence rating as this can ensure the right type of support is provided to both you and your child to ensure their needs are met and they achieve their aspirations.

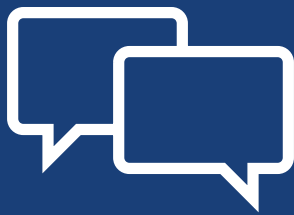


“Parents have been involved in early discussions, producing and refining the tool and – crucially – adding the family confidence element”. Carole Kelsey, Hertfordshire Parent Carer Forum

Needs	What does this mean?	What should I think about when scoring? Ask myself – am I comfortable in supporting my child in this way/with these activities?
Communication & Interaction	Any difficulty your child may have in talking, expressing themselves, understanding others and interacting with others.	Do you change the way you talk, give your child extra time to think and respond, ask your child questions about activities you have done, use any different communication styles?
Cognition & Learning	Any difficulty your child may have in learning, following instructions and remembering things they have been told.	Do you support your child with homework, play games with them to increase their understanding of words and numbers, do you help them plan their day?
Social, Emotional & Mental Health	Any difficulty your child may have with their mental health, coping with change, forming friendships, behaviour and attending school.	Do you have conversations about feelings, talk about your day including things that did not go well, help them have positive routines before and after school?
Physical or Sensory	Any difficulty your child may have from a physical disability, sight or hearing loss and challenges around being in environments they find difficult due to noise, light or smells.	Do you support your child with any equipment they may need, in following activities from other professionals, through using different communication techniques?
Independence	This is focused on Preparing your child for the future and thinking about how they could cope with moving on in education, accessing the local area, building relationships, understanding food & money and talking about their health and wellbeing.	Do you support your child to build their understanding of these areas, cook with them, talk to them about money, take them on public transport, enable them to challenge themselves with activities? How do you build their independence?

You can complete this section at home, or if you’d prefer, together with your child’s SENCo.

2. Getting the best out of your child's SEN support planning or annual review



Getting the best out of your child's SEN Support planning or annual review

This is for parents/carers whose child has an upcoming SEN Support planning or an annual review meeting. The guide will walk you through what you can expect from the meeting so you can prepare and ask the right questions to get best possible outcome for your child/young person.

What is the purpose of a SEN support planning or annual review meeting?

- The purpose of these meetings is to bring you and all professionals working with your child together.
- During the meeting, you will be able to review the progress your child has made over the monitoring period, and discuss the strategies and interventions that are in place to support your child. You will then, using the LMBL-DIT Radar, be able to work with the professionals supporting your child to identify and plan their ongoing support.
- Your child will be central to the meeting – ensuring support is tailored to them, build's on their strengths and enables them to achieve their outcomes.

What will happen during the meeting?

- The SENCo will share with you their review of your child's needs and strengths against how the school is currently meeting their needs- this will be done by using LMBL-DIT to provide a visual picture and will help identify any gaps in support.
- If you have not completed the home confidence section of LMBL prior to the meeting, the SENCo will complete this with you.
- Everyone who works with your child, including you, will be able to contribute to the discussion and planning.
- Your child's progress will be reviewed, new outcomes identified and support strategies/interventions will be planned together for the coming year.

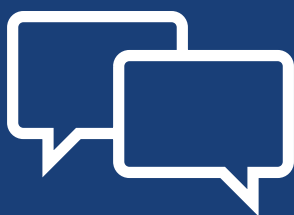
Key questions for you to think about before the meeting:

- What has gone really well for your child in school/at home this year/since your last meeting? (Complete the LMBL-DIT home confidence section if possible and bring it to the meeting)
- What progress has your child made - where have you seen development, or skills built?
- What are your child's key strengths- what are they good at and what do they like? What are the outcomes we are still working towards and are there any interventions we can use to build on their strengths further?

What outcomes you can expect from the meeting:

- You will have a better understanding of your child's progress and where we can be proud of their achievements to date. This includes what has worked well.
- There will be a personalised LMBL-DIT radar chart for your child that will provide you with a clear picture of their needs and areas for development.
- There will be amended outcomes based on your child's strengths and progress and a revised plan put in place to deliver any interventions required.
- Depending on your child's progress / the success of strategies in place, there may be a decrease or increase in support levels required. Alternatively support levels may stay the same, but support interventions may change, to better meet your child's needs.

3. What is a 'Transition' and what can I expect?



This is for parents/carers whose child is due to 'Transition'. The guide will walk you through what you can expect and what questions you might want to ask to get best possible outcome for your child and ensure their transition is a success.

What is a 'Transition'?

- A 'transition' is where a child moves from one placement to another or where they re-enter their normal educational setting after a period of absence (illness/exclusion/home schooling) or short-term placement elsewhere (PRU).
- This document provides guidance to what you can expect where:
 - Your child is moving to their next school, for example between primary to secondary school
 - Your child is moving from specialist/enhanced resource provision into a mainstream setting or from mainstream to specialist/enhanced resource provision



What will happen before a transition?

- The 'transition' conversation should start as early as possible with your child's school and relevant professionals – to explain the process, activities involved and time-line.
- You can attend open days or request information packs from those schools that you are interested in your child attending.
- Ask your child's current setting to complete the LMBL-DIT (to provide a up-to-date reflection of your child's needs) and share this with the new setting.
- Meet with the new placement and your child's school to complete the Setting Readiness section of LMBL-DIT – this will help to identify and plan the support your child will need and the strategies/interventions that the new school can implement during and after your child's move. You can plan together your child's transition and induction plan.
- Arrange for your child to visit their new setting and meet their teachers- this can help build their confidence and enable them to become more familiar with the new school.
- Good communication with both settings will ensure any concerns are managed positively.



What will happen during a transition?

- ❑ A phased approach to moving to the new setting will allow your child to build their confidence – this may include taking part in selected activities etc and you should talk to the new school about this when you meet with them.
- ❑ Your child's induction plan will be implemented, including the strategies/interventions highlighted through completing LMBL-DIT, and they will have the opportunity to meet their peers and classes.
- ❑ Schedule regular checkpoints with the new SENCo to ensure the transition plan is progressing well and to make any changes to support that might be required.
- ❑ The new school will carry out observations to support the continued planning of your child's support.



Key questions you might want to ask during the process:

- Can we visit the school and our child spend some time there prior to the move?
- What strategies and interventions will be put in place in the new setting?
- What needs to be organised before the move takes place?
- What does my child's transition plan look like and how can I be involved?



4. Support Services available that could assist you

