



Step-by-Step Guide to Completing the eDIT

October 2022

LIVING MY
BEST LIFE

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1. Introduction

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IMPOWER

Purpose of this document

This document is one of a series of eDIT training resources that have been developed to support those completing the eDIT digital tool for children and young people with additional needs:

Guidance on
accessing the
eDIT Online
Platform

Step-by-step guide
to completing the
eDIT Digital Tool
(this document)

Instructional
videos on
completing the
eDIT Digital Tool

If you need help accessing any of these resources, please speak to your Local Authority eDIT lead (see the final page of this pack for details)

Different User Roles on eDIT online

There are three main roles used on the eDIT platform. Each role will see slightly different parts of the platform, and will be able to complete different functions:

Role title	Main functions	Likely to be used by...
School Administrator	Set up, oversee and manage users of the eDIT platform within schools Enter Setting Readiness ratings Add and delete children and young people from the system Complete eDITs for children and young people Run reports to analyse eDIT data at child and whole setting level	SENCoS Administrative staff in education settings
Assessor	Enter Setting Readiness ratings Add and delete children and young people from the system Complete eDITs for children and young people Run reports to analyse eDIT data at child and whole setting level	Class teachers SENCoS
Reporters	Run reports to analyse eDIT data at child and whole setting level View (but not edit) individual assessments	Setting leadership Administrative staff
Local Authority Administrator	Set up education settings and their administrators on the eDIT platform Run reports to analyse eDIT data at LA level <i>N.B. No access to individual child/ young person data</i>	Administrative staff in the Local Authority

See Appendix A for a full guide to roles and permissions



Accessing eDIT: set-up and login

Setting yourself up as a eDIT online user works similarly to many other online platforms:

1. **Request an account directly from your school/setting administrator** – they will set up your account using your email address and will provide you with a temporary password (you can change this later). *(N.B. school administrator accounts will be set up by the Local Authority lead – please see the final page in this pack for contact details)*
2. **Enter the following URL into your web browser** – www.valuingsend.co.uk
3. **You will now see the “Welcome” page for the digital platform** – Please enter your email address and password here and click “Continue”.
4. **eDIT requires two-factor authentication to login. The first time you log in you will be asked to scan a QR code on your mobile phone. Please download an authenticator app (Google, Microsoft)** Each time you login, a 6-digit code will appear on the app; you will need to enter this to access the system.
5. **In the event you forget your password, select “Forgotten your password?”** and you will receive an email with new login details.
6. **You will then be directed to the eDIT Homepage** – here, you can create a new profile for a child or young person or view/edit an existing profile.



Overview: Completing an eDIT

There are five sequential components to completing an eDIT for a child or young person with additional needs using the new digital platform:



Setting Readiness provides a whole school view of the support that you can provide children and young people with additional needs. Once agreed, setting readiness ratings will remain the same for each child or young person until the school or setting changes its interventions or level of skills – though in some cases, reviewers may want to change their readiness rating to suit individual children/ young people's needs . It is recommended that setting readiness ratings are reviewed annually.

2. How to complete online eDIT assessments



2a) How to create a new profile for a child or young person on eDIT online

This section explains how to create a new profile and enter basic information for a child or young person with additional needs at your school or setting on eDIT Online:

1. Start by selecting 'Children and Young People' on the left hand menu.
2. You can then create a new profile by selecting + in the top right-hand corner of the screen.

IMPOWER

Signed in as: Cara Corbett

Setting: Example

LOGOUT

Home

Users

Setting Readiness

1. Children and Young People

VSEND Tool

Reports

Children and Young People

Search

+ **2.**

Unique Pupil Number	Unique Learner Number	Forename	Surname	School	Date of Birth		
S919000100003		Anne	Green	Example	2019-09-10		
S(19000100004		Debbi	Name	Example	2005-04-05		
		Sophie	Smith	Example	2010-02-25		

2a) How to create a new profile for a child or young person on eDIT online

3. A 'Create Child' pop-up will appear for you to enter the basic details of the child or young person.

There are 4 sections that you need to complete:

- Basic Information
 - Background Information
 - Admission Details
 - Special Educational Needs
4. Select 'Add Child' at the bottom. This will save the information and add the child or young person's profile to your records.

Create Child

Basic Information

Unique Pupil Number (UPN)

Former UPN

Unique Learner Number (ULN)

Forename*

Preferred Forename

Middle name(s)

Surname*

Former Surname

Preferred Surname

Date Of Birth*

Gender*

Background Information

Preferred Language

Ethnicity

Is child eligible for free school meals?

Social Care Status

Does child have any disabilities?

Admission details

School*

Year Group

Special Educational Needs

Is child part of SEN unit?

Is child a member of resourced provision?

SEN Provision Type*

Next Review Date

ADD CHILD

CANCEL

2b) How to complete the Setting Readiness section for your school/setting

This section explains how to complete the Setting Readiness section for your school or setting on eDIT Online.

2. Please check the following information before you get started:

- a) If you work with more than one school/setting, ensure that you select the right education provision using the drop-down menu under 'School';
- b) and ensure that you select the correct version of the eDIT tool – the 'Early Years' version for children under 5 years old, or the '5-25' version.

The screenshot displays the IMPOWER eDIT Online interface. At the top, a dark blue header bar contains the 'IMPOWER' logo on the left, the text 'Signed in as: Cara Corbett' in the center, and a 'Setting:' dropdown menu on the right showing 'Example'. A pink box labeled '2a)' highlights the 'Setting:' dropdown. To the right of the dropdown is a 'LOGOUT' button. Below the header, a light gray sidebar on the left lists navigation options: 'Home', 'Users', 'Setting Readiness' (highlighted with a pink box and labeled '1.'), 'Children and Young People', and 'VSEND Tool'. The main content area on the right has a light gray background. It contains the text: 'Look at the types of support set out in each rating level. Which best fits the support you are able to provide, in relation to this child/young person's needs?' followed by 'Once you have found a set of support prompts that broadly correspond to the type of support you are able to provide, consider if you are closer to the prompts outlined in the category above or below, and select your rating number accordingly.' At the bottom of the main content area, there is a white box with two tabs: 'EARLY YEARS' (underlined) and '5-25'. A pink box labeled '2b)' highlights the '5-25' tab.

2b) How to complete the Setting Readiness section for your school/setting

3. You are now ready to complete the Setting Readiness section - this should be completed in discussion with senior staff members, including the school SENDCO and anyone else you feel needs to be involved.
4. The eDIT tool has five domains of need; you must provide a setting readiness rating for each one. Click on each heading to access the support prompts for five need domains, starting with 'Communication and Interaction'.

The screenshot displays the eDIT tool interface for the '5-25' age group. A vertical yellow double-headed arrow on the left is labeled 'Domains of Need'. The interface lists five domains, each with a rating given. The first domain, 'Communication & Interaction', is highlighted with a blue border and a pink box containing the number '4.'.

Domain	Rating Given
1 Communication & Interaction <small>Please select the appropriate rating below to update the 'Rating Given'.</small>	6
2 Cognition & Learning <small>Please select the appropriate rating below to update the 'Rating Given'.</small>	5
3 Social, Emotional & Mental Health <small>Please select the appropriate rating below to update the 'Rating Given'.</small>	6
4 Physical or Sensory <small>Please select the appropriate rating below to update the 'Rating Given'.</small>	5
5 Independence <small>Please select the appropriate rating below to update the 'Rating Given'.</small>	4

2b) How to complete the Setting Readiness section for your school/setting

5. Review the support prompts under 'Communication and Interaction'; these are rated from 1-2 (lowest level of Setting Readiness) to 9-10 (highest level of Setting Readiness).
6. Decide the setting readiness rating that most closely corresponds to the type of support that your school or setting is able to provide.
7. Enter your final Setting Readiness rating using the drop-down box.
8. Click 'Save Changes' and repeat this step in the same way for the other domains of need.

Communication & Interaction

Please select the appropriate rating below to update the 'Rating Given'.

Rating Given: 6

Enter C & I Rating:

7.

5.

Description

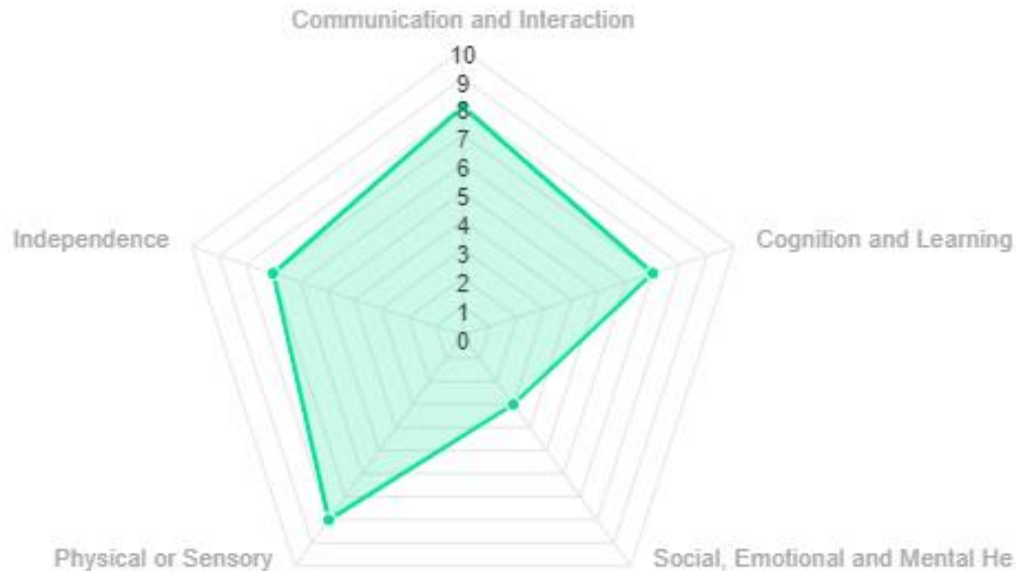
Level

- Ensure parents are aware of what is being done to support their child/ young person, and how they can support/ reinforce interventions. Quality First Teaching within a broad and balanced curriculum meets the needs of all pupils and includes:
- Flexible grouping arrangements.
 - Some differentiation of activities, materials & questioning
 - Awareness that a CYP may need more time to complete tasks and that equality of access may mean that they need to do some things differently.
 - Environmental considerations are made to meet the needs of all pupils.
 - Consideration of c&yp's learning style, such as the need for visual/ kinesthetic preferences.
 - An understanding that the communication need may have a wider impact on a child's social and emotional wellbeing despite the apparent lack of obvious impairment.
- Strategies to identify whether CYP is vulnerable to bullying or has low self-esteem.
- Awareness of implications of SLCN on basic skills, i.e. numeracy, reading, writing, following instructions.
 - Consider seeking specialist teacher advice and guidance

Important. Setting Readiness provides a whole school view of the type of support that you can provide children and young people with additional needs. Once agreed, setting readiness ratings will remain the same for each child or young person until your setting changes its interventions or level of skill. It is recommended that setting readiness ratings are reviewed annually.

2b) How to complete the Setting Readiness section for your school/setting

Completed setting readiness is visually represented in the form of a simple ratings chart:



What can this tell us? The setting indicates higher levels of setting readiness across most domains of need including 'Communication and Interaction' and 'Physical or Sensory'. However, the setting is less able to meet 'Social, Emotional, and Mental Health' needs which clearly highlights the specific areas of focus and development for the setting.

2c) How to complete the Needs Profiling Section

This section explains how to complete the Needs Profiling section for a child or young person at your setting on eDIT Online.

1. Start by selecting 'eDIT' on the left hand menu. You will be directed to an introduction page reminding you of the aims of the tool and how to use it.
2. Use the 'Summary' tab to check the following before you get started:
 - a) that you have selected the correct child or young people that you wish to complete a needs profile for;
 - b) and that you are using the correct version of the eDIT tool – the 'Early Years' version for children under 5 years old, or the '5-25' version.

Home
Users
Setting Readiness
Children and Young People
VSEND Tool
Reports

2. INTRODUCTION SUMMARY NEEDS PROFILING SETTING READINESS HOME CONFIDENCE SUPPORT PLANNING

Child or Young Persons Information

Child/Young Person Name: **2a.** Rachel Test

Age: 0 Years 2 Months

Gender: Female

Setting: Test School

Tool Version: **2b.** Early Years

Does the child have an EHCP?
No

Is the child receiving SEN support?
No

Completed By: Rachel Angarano

EXPORT INFORMATION

2c) How to complete the Needs Profiling Section

3. You are now ready to complete the needs profiling section - this should be completed in discussion with children or young people and their families and anyone else you feel needs to be involved.
4. Click the 'Needs Profiling' tab at the top. The aim of Needs Profiling is to use the eDIT tool and, importantly, your professional judgement to enter a needs rating for each of the five domains of need, these are: Communication and Interaction; Cognition and Learning, Social, Emotional and Mental Health; Physical or Sensory; and Independence.
5. Click on each heading to access the descriptors for the five need domains, starting with 'Communication and Interaction'.

The screenshot displays the IMPOWER web application interface. At the top, a dark blue header bar contains the 'IMPOWER' logo, the user 'Signed in as: Cara Corbett', a 'Setting: Example' dropdown menu, and a 'LOGOUT' button. Below the header is a navigation bar with tabs: '< INTRODUCTION', 'SUI...', '4. NEEDS PROFILING' (highlighted with a pink box), 'SETTING READINESS', 'HOME CONFIDENCE', 'SUPPORT PL', and '>'. A left-hand sidebar lists menu items: 'Home', 'Users', 'Setting Readiness', 'Children and Young People', 'VSEND Tool', and 'Reports'. The main content area under the 'NEEDS PROFILING' tab contains three numbered instructions for using the tool. At the bottom, a white box contains 'Persons Name: Anne Green - 10/09/2019' and 'Persons Date of Birth: 10/09/2019'. Below this, a second navigation bar shows '5. COMMUNICATION AND INTERACTION' (highlighted with a pink box), 'COGNITION AND LEARNING', 'SOCIAL, EMOTIONAL A', and '>'.

IMPOWER Signed in as: Cara Corbett Setting: Example LOGOUT

< INTRODUCTION SUI... **4. NEEDS PROFILING** SETTING READINESS HOME CONFIDENCE SUPPORT PL >

1. Use the descriptors to determine the rating range that is appropriate for explaining the needs of the child/ young person in question (e.g. 3 – 4).

2. Once you have selected the needs that apply to the child in question - by checking the boxes to the right of each need - a suggested scoring range will appear at the top of that section. Please use your professional judgement to determine your final score. You may decide the occurrence of one or two needs in a higher level are significant enough to warrant selecting a different range. Note: Not all of the descriptors in the rating range will apply to the child/ young person. Sometimes, descriptors in different rating ranges will apply. You must then determine where the majority of descriptors fall, and therefore which rating range is appropriate.

3. Once you have selected a range, you should consider whether the child/ young person is closer to the range below or the range above, and use this to determine whether the rating is the lower or higher of the two numbers in the range.

Persons Name: Anne Green - 10/09/2019 Persons Date of Birth: 10/09/2019

5. COMMUNICATION AND INTERACTION COGNITION AND LEARNING SOCIAL, EMOTIONAL A >

2c) How to complete the Needs Profiling Section

9. As you complete this exercise, the tool will automatically generate an overall range of need 'Recommendation' which is based on all the descriptors that you have selected.
10. Use your professional judgement to determine the final need rating for 'Communication and Interaction' using the 'Enter Rating' drop-down box at the top. E.g. If your need recommendation is a '3-4' to decide whether to enter a 3 or a 4 based on whether you think the child or young person is closer to the level of need above or below.
11. Enter the final need rating using the drop-down box.
12. Click 'Save Changes' and repeat this step in the same way for the other domains of need.
13. Once you have finalised an assessment, and do not plan to revisit it until it is time to review your pupil's support, click 'Mark assessment complete' at the very bottom of a domain / section.

COMMUNICATION AND INTERACTION COGNITION AND LEARNING SOCIAL, EMOTIONAL AND MENTAL HEALTH PHYSICAL OR SENSORY INDEPENDENCE

11. Enter Rating:

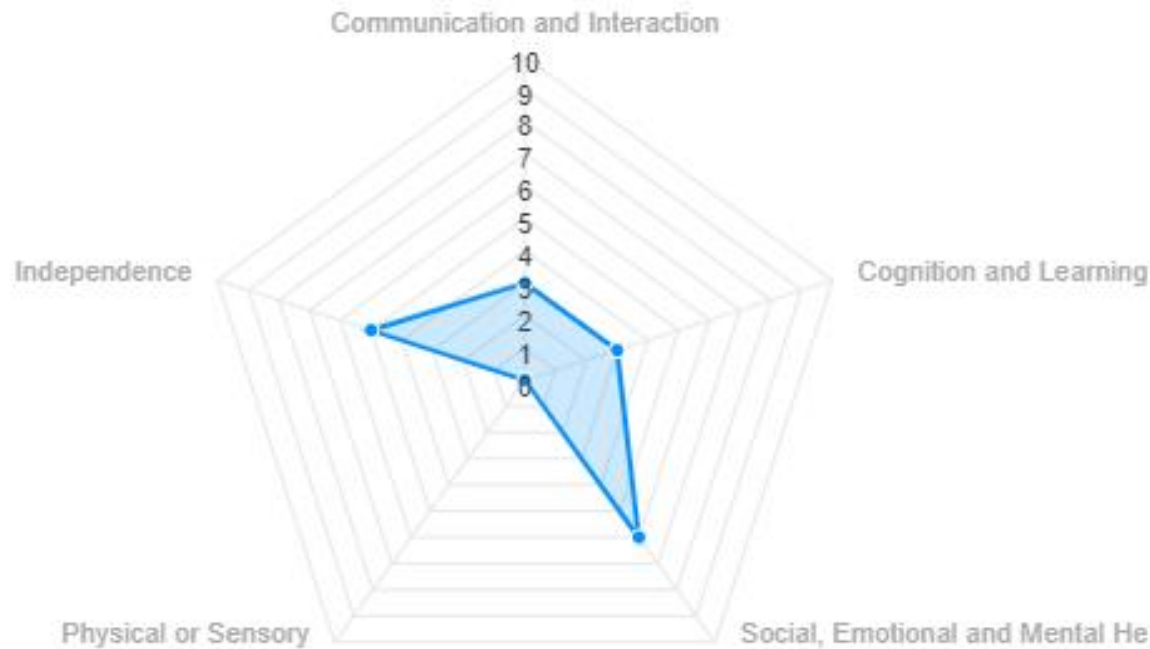
13. ☐ MARK AS COMPLETED

Recommendation: 3-4 9.

Professional judgement. You can choose to enter a rating that sits outside of the recommended rating range, e.g. you may decide that the occurrence of one or two needs in a higher level are significant enough to warrant selecting a different range. It is helpful to explain your reasoning in the 'Brief Outline of Needs' box for help others who review the child's profile.

2c) How to complete the Needs Profiling Section

A completed child or young person's needs profile is visually represented in the form of a simple ratings chart:



What can this tell us? The child or young person has little to no 'Physical or Sensory' needs and lower levels of 'Communication and Interaction' and 'Cognition and Learning' needs. They have moderate 'Social, Emotional and Mental Health' and 'Independence' needs; this indicates that the child or young person may require greater levels of support in these specific areas.

2d) How to complete the Home Confidence section

This section explains how to complete the Home Confidence Section for a child or young person on eDIT Online.

1. Start by selecting 'eDIT' on the left hand menu. You will be directed to an introduction page reminding you of the aims of the tool and how to use it.
2. Use the 'Summary' tab to check the following before you get started:
 - a) that you have selected the correct child or young people that you wish to complete Home Confidence for;
 - b) and that you are using the correct version of the eDIT tool – the 'Early Years' version for children under 5 years old, or the '5-25' version.

The screenshot shows the 'Summary' tab of the eDIT Online interface. The left-hand menu is visible with options: Home, Users, Setting Readiness, Children and Young People, VSEND Tool, and Reports. The top navigation bar includes: SUMMARY, NEEDS PROFILING, SETTING READINESS, HOME CONFIDENCE, and SUPPORT PLANNING. The main content area is titled 'Child or Young Persons Information' and contains the following fields:

Field	Value
Child/Young Person Name:	Rachel Test
Age:	0 Years 2 Months
Gender:	Female
Setting:	Test School
Does the child have an EHCP?	No
Is the child receiving SEN support?	No

At the bottom of the form, it says 'Completed By: Rachel Angarano' and there is an 'EXPORT INFORMATION' button.

2d) How to complete the Home Confidence section

3. You are now ready to populate the Home Confidence section – this should always be completed by a parent or carer on behalf of families and anyone else involved in supporting children's needs at home. They may do this independently or through a collaborative discussion with the setting's SENDCO or another professional.
4. Click the 'Home Confidence' tab at the top. The aim is for parents or carers to enter a rating for how confident they feel meeting the needs of their child across each of the five domains of need.
5. Click on each heading to access the support prompts for the five need domains, starting with 'Communication and Interaction'.

INTRODUCTION SUMMARY NEEDS PROFILING SETTING **4. HOME CONFIDENCE** SUPPORT PLANNING

This form is completed by parents and carers on behalf of families and anyone else involved in supporting children's needs at home. It is completed by parents and carers assessing their own level of confidence in supporting needs across five areas of need. Each area of need is explained using the descriptions in Department of Education guidance for parents and carers. In completing this tool parents and carers should consider the questions set out for each area of need. Other general questions to consider are:

- How do you need to be supported to support your child?
- How are things at home? Has anything changed recently?
- What is your child like when they come home from school?

5.

1	Communication & Interaction Confidence Please select the appropriate rating below to update the 'Rating Given'.	Rating Given: 0
2	Cognition & Learning Confidence Please select the appropriate rating below to update the 'Rating Given'.	Rating Given: 0
3	Social, Emotional & Mental Health Confidence Please select the appropriate rating below to update the 'Rating Given'.	Rating Given: 0
4	Physical or Sensory Confidence Please select the appropriate rating below to update the 'Rating Given'.	Rating Given: 0
5	Independence Confidence Please select the appropriate rating below to update the 'Rating Given'.	Rating Given: 0

2d) How to complete the Home Confidence section

6. Parents or carers should review the support description for 'Communication and Interaction', considering the questions at the top of the page, these are:
 - how do you need to be supported to support your child?
 - how are things at home and has anything changed recently?
 - what is your child like when they come home from school?
7. They should decide the Home Confidence rating that most closely corresponds to the type of support they feel able to provide at home. This is represented on a generic scale from 1 (lowest level of Home Confidence) to 10 (highest level of Home Confidence).
8. Enter the final Home Confidence rating using the drop-down box.
9. Click 'Save Changes' and repeat this step in the same way for the other domains of need.

1

Communication & Interaction Confidence
Please select the appropriate rating below to update the Rating Given.

Rating Given: 8

8.

Enter C & I Rating:

8

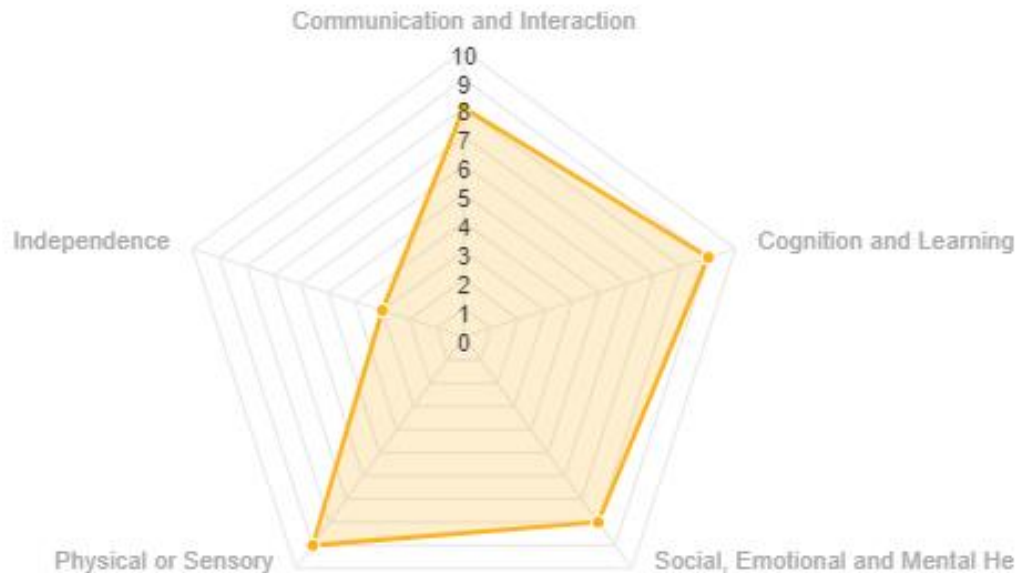
Description

Examples of parents and carers supporting children at home - to guide your answer:

- Use visual clues and reminders to help children follow routines
- Use pictures or photos of the children themselves doing the activities and to help them to make choices
- Slow down the rate of your speech, simplify your language and repeat new words and ideas often
- Make sure you leave gaps for them to fill in - to reduce the number of questions you ask and emphasise the important words in the sentence (the ones that carry the information)
- Use signing system used at your child's setting
- Break down instructions and wait until first is completed before next stage is introduced
- Play word and turn taking games
- Sing nursery rhymes and songs together

2d) How to complete the Home Confidence section

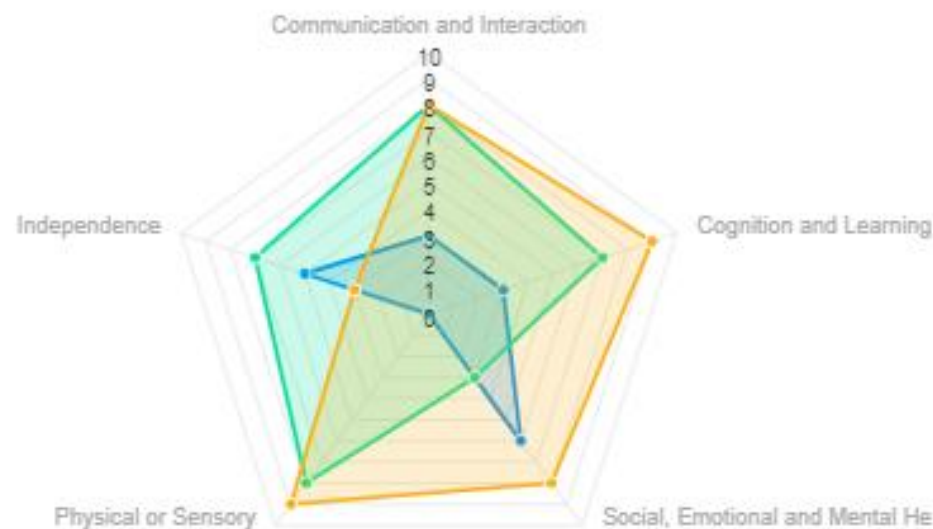
Completed Home Confidence is represented in the form of a ratings chart:



What can this tell us? The family provided very high ratings of home confidence across most domains of need, indicating they are largely confident meeting their child's needs at home. However, they feel much less confident in supporting their child with their independence needs; this presents a clear opportunity to further support the family in this specific area.

2e) An example of a completed ratings chart

Once you have completed the Setting Readiness, Needs Profiling and Home Confidence sections, this will produce a complete ratings chart and an overview in numerical format:



Overview

Summary	CYP Need Rating	Setting Readiness Rating	Home Confidence Rating
Communication & Interaction	3	8	8
Cognition & Learning	3	7	9
Social, Emotional & Mental Health	6	3	8
Sensory & Physical	0	8	9
Independence	5	7	3

f) How to complete the Support Planning Section

This section explains how to complete the Support Planning section for a child or young person on eDIT Online.

1. Start by selecting 'eDIT' on the left hand menu. You will be directed to an introduction page reminding you of the aims of the tool and how to use it.
2. Select the 'Summary' tab at the top in order to check:
 - a) that you have selected the correct child or young people that you wish to complete Support Planning for;
 - b) and that you are using the correct version of the eDIT tool – the 'Early Years' version for children under 5 years old, or the '5-25' version.

The screenshot displays the 'Summary' tab of the eDIT Online interface. On the left is a vertical menu with options: Home, Users, Setting Readiness, Children and Young People, VSEND Tool, and Reports. The 'VSEND Tool' option is highlighted with a pink box labeled '1.'. The main content area has a top navigation bar with tabs: INTRODUCTION, SUMMARY, NEEDS PROFILING, SETTING READINESS, HOME CONFIDENCE, and SUPPORT PLANNING. The 'SUMMARY' tab is selected and highlighted with a pink box labeled '2.'. Below the tabs is a form titled 'Child or Young Persons Information'. The form contains several fields: 'Child/Young Person Name:' with a dropdown menu showing 'Rachel Test' (highlighted with a pink box labeled '2a.'), 'Age:' with a text field showing '0 Years 2 Months', 'Gender:' with a text field showing 'Female', 'Setting:' with a text field showing 'Test School', 'Does the child have an EHCP?' with a text field showing 'No', and 'Is the child receiving SEN support?' with a text field showing 'No'. To the right of the form is a 'Tool Version:' dropdown menu showing 'Early Years' (highlighted with a pink box labeled '2b.'). At the bottom left of the form, it says 'Completed By: Rachel Angarano'. At the bottom right, there is a blue button labeled 'EXPORT INFORMATION'.

f) How to complete the Support Planning Section

3. Now you are ready to complete the Support Planning section - this should be completed in discussion with senior staff members, including the school SENDCO and anyone else you feel needs to be involved.
4. In this section you can enter identified outcomes to work towards with the child or young person and their family and actions for how you will do this. Click on the 'Support Planning' tab at the top.
5. Now click on the heading to access the support prompts for each domain of need, starting with 'Communication and Interaction'.

4. SUPPORT PLANNING

In relation to each domain of need, enter identified outcomes to work towards with the child/ young person and their family, set out the activity that meets their needs in this domain as well as who is responsible for delivering this activity and when it will be in place. The support prompts related to the child/ young person's level of need may be a helpful starting point for planning support.

5. 1 Communication & Interaction

2 Cognition & Learning	Need Rating: 3	Readiness Rating: 8
3 Social, Emotional and Mental Health Needs	Need Rating: 3	Readiness Rating: 7
4 Physical or Sensory Needs	Need Rating: 6	Readiness Rating: 3
5 Independence Needs	Need Rating: 0	Readiness Rating: 8
	Need Rating: 5	Readiness Rating: 7

EXPORT SAVE CHANGES

f) How to complete the Support Planning Section

6. For each domain of needs, the Need and Setting Readiness ratings will be automatically shown at the top, along with the brief description of the child's needs that you entered during the needs profiling section.
7. Below this, the tool automatically generates a series of support prompts based on the need rating that you have given; this is not an exhaustive list but should be a helpful starting point for you when thinking about support planning.
8. Enter the outcomes for the child or young person which should be identified with them and their family.

1 Communication & Interaction

6.

Need Rating: 3

6.

Readiness Rating: 8

Brief Outline of Needs:

Add description of needs here XXXXX

Support Prompts:

Staff are using generalised strategies to support development of communication and interaction skills

Outcomes:

f) How to complete the Support Planning Section

9. Finally add 'Support Actions' by selecting the 'New Support Action' box below.
10. This will prompt you to enter details of what action you will take, who will lead on delivering it, and when it should be done. Once you have finished, select 'Add Support Action'
11. Repeat these steps to record multiple 'Support Actions', and click "Save Changes".
12. You can also download, save and print a copy this support planning information by selecting the 'Export' button at the bottom.

9.

Support Actions:

Action	Lead	Due Date
<div><div>NEW SUPPORT ACTION</div><div>Add Support Action</div></div>		
<div>Action</div>		
<div></div>		
<div>Delivery Lead</div>		
<div></div>		
<div>Due Date</div>		
<div></div>		


10.

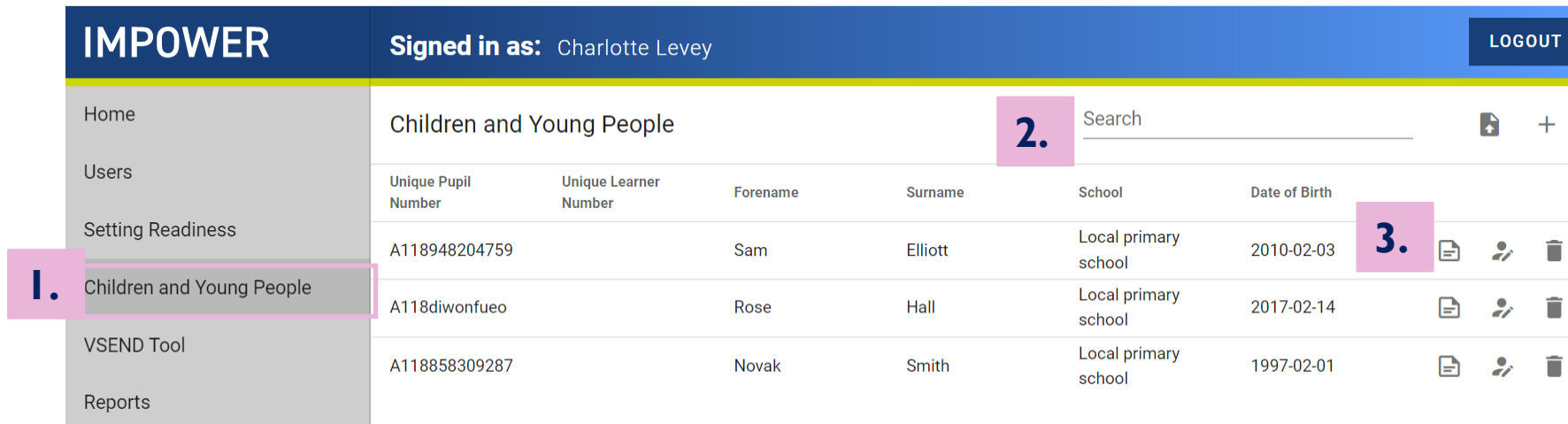
ADD SUPPORT ACTION

CANCEL

g) How to access a child/ young person's assessment record

You may wish to access a child/ young person's assessment record in order to understand how their needs and the support they receive have changed over time.

1. Start by selecting 'Children and Young People' on the left hand menu. You will be directed to the page listing all children and young people on the site that are linked to your setting.
2. Type the child/ young person's name into the Search bar, or scroll to find the appropriate entry.
3. Click on the document icon  - this takes you to the eDIT section for this child or young person.












IMPOWER Signed in as: Charlotte Levey **LOGOUT**

Home
Users
Setting Readiness
1. Children and Young People
VSEND Tool
Reports

Children and Young People

2. Search

Unique Pupil Number	Unique Learner Number	Forename	Surname	School	Date of Birth	
A118948204759		Sam	Elliott	Local primary school	2010-02-03	3.   
A118diwonfueo		Rose	Hall	Local primary school	2017-02-14	  
A118858309287		Novak	Smith	Local primary school	1997-02-01	  

g) How to access a child/ young person's assessment record

4. Remain on the Summary tab within the eDIT section. (N.B. you can also find a child/ young person's eDIT record by starting to type their name in the Child/ Young Person Name field, and clicking on their name from the list)
5. Scroll down to the 'Assessment History' section and click on one of the Assessments listed to access the previous version of the tool. The radar chart and other sections above will now show the completed version from the date you select.

The screenshot displays the IMPOWER web application interface. The top navigation bar is blue with the IMPOWER logo on the left, the user 'Signed in as: Charlotte Levey' in the center, and a 'LOGOUT' button on the right. Below this is a secondary navigation bar with tabs: 'INTRODUC', '4. SUMMARY' (highlighted with a pink box), 'NEEDS PROFILING', 'SETTING READINESS', 'HOME CONFIDENCE', and 'SUPPORT' with a right arrow. On the left side, there is a vertical menu with options: 'Home', 'Users', 'Setting Readiness', 'Children and Young People', and '4. VSEND Tool' (highlighted with a pink box). The main content area is titled 'Child or Young Persons Information' and contains three input fields: 'Child/Young Person Name:' with a dropdown menu showing 'Novak Smith - 01/02/199...', 'Age:' with the text '24 Years 11 Months', and 'Tool Version:' with a dropdown menu showing '5-25'. Below this, the '5. Assessment History' section is visible, featuring a table with columns for 'User', 'Tool', and 'Checkpoint'. The table lists two assessment records for Charlotte Levey using tool version 5-25 on 13/01/2022. A checkbox labeled 'Show All Assessments' is located to the right of the table header.

IMPOWER Signed in as: Charlotte Levey LOGOUT

Home Users Setting Readiness Children and Young People **4. VSEND Tool**

INTRODUC **4. SUMMARY** NEEDS PROFILING SETTING READINESS HOME CONFIDENCE SUPPORT >

Child or Young Persons Information

Child/Young Person Name: Age: Tool Version:

Novak Smith - 01/02/199 24 Years 11 Months 5-25

5. Assessment History

☐ Show All Assessments

	User	Tool	Checkpoint
13/01/2022, 10:04:19	Charlotte Levey	5-25	
13/01/2022, 09:53:25	Charlotte Levey	5-25	

3. How to run reports



3. How to run reports

- Reports can be run by all user types. Reports pull out information about individual children (if permission has been granted to view child level data) and all children that can help inform decision-making, reveal patterns and aid planning.

Reports for School/ setting users

- There are two types of report accessible to schools and settings: Child/Young Person-level reports; and Setting-level reports. You can switch between these by selecting “Child/Young Person” or “Setting” at the top of the screen:

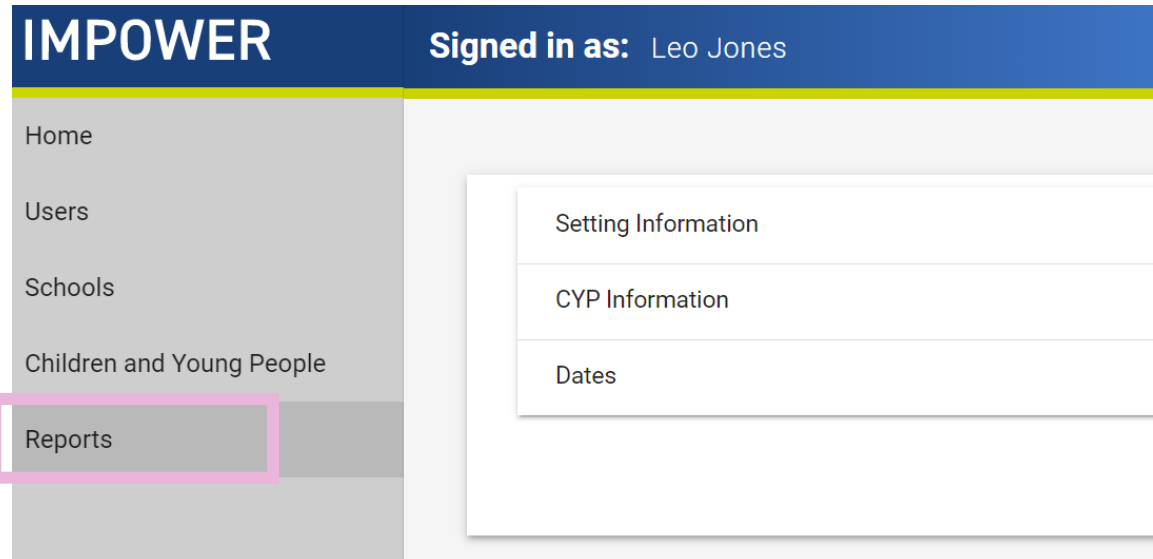
The screenshot displays a web application interface. On the left is a vertical sidebar menu with the following items: Home, Users, Setting Readiness, Children and Young People, VSEND Tool, and Reports. The 'Reports' item is highlighted with a pink rectangular box. To the right of the sidebar, at the top, are two tabs: 'CHILD/YOUNG PERSON' and 'SETTING'. The 'CHILD/YOUNG PERSON' tab is selected and highlighted with a red rectangular box. Below the tabs, the text 'Child/Young Person:' is followed by a text input field containing the name 'Jack Jones'. Below this, there is a 'Start Date' label followed by an empty text input field.

3. How to run reports

Reports for Local Authority administrators

Local authority administrators can use reports to pull out information across all settings or a sub-group of settings. They can filter data to run reports for particular cohorts of children, and enter start/ end dates to look at different periods of time.

The Reports area is found in the same way for Local Authority administrators as for Setting staff: by navigating to the Reports section in the left-hand pane.



Some Local Authorities have put in place the necessary information governance so that they can access child-level data. This is available via the 'Children and Young People' section in the left-hand pane, and appears in the summary tab within the completed tool itself.

3. How to run reports

Child/Young Person reports

These reports allow you to see changes in an individual child or young person's assessments over time. To run a report:

- Start typing the child's name in the 'Child/Young Person' box at the top of the screen and then select the relevant child.
- If desired, select dates for the 'start date' and 'end date' which will limit the number of assessments returned
- Click 'Generate' and a report will be created

Home

Users

Setting Readiness

Children and Young People

VSEND Tool

Reports

Child/Young Person: Jack Jones

Start Date

End Date

GENERATE

Assessment Date	Needs Assessment					Setting Readiness					Home Confidence				
	C&L	C&I	SEMH	S&P	Ind	C&L	C&I	SEMH	S&P	Ind	C&L	C&I	SEMH	S&P	Ind
07/09/2021, 17:23:33	6 =	4 =	6 =	0 =	4 =	0 =	0 =	0 =	0 =	0 =	0 =	0 =	0 =	0 =	0 =
07/09/2021, 17:23:42	6 =	4 =	6 =	0 =	4 =	0 ↓	0 ↓	0 ↓	0 ↓	0 ↓	0 =	0 =	0 =	0 =	0 =
07/09/2021, 17:24:14	6 =	4 =	6 =	0 =	4 =	5 =	4 =	6 =	4 =	3 =	0 ↓	0 ↓	0 ↓	0 ↓	0 ↓
07/09/2021, 17:24:41	6 =	4 =	6 =	0 =	4 =	5 =	4 =	6 =	4 =	3 =	5 =	4 =	5 =	5 =	5 =
09/09/2021, 14:51:26	6 =	4 =	6 =	0 =	4 =	5 =	4 =	6 =	4 =	3 =	5 =	4 =	5 =	5 =	5 =
01/11/2021, 11:16:17	6 =	4 =	6 =	0 =	4 =	5 =	4 =	6 =	4 =	3 =	5 =	4 =	5 =	5 =	5 =

3. How to run reports

Child/Young Person reports - interpretation

- If a Needs Assessment score is highlighted in red, the need score is higher than the 'setting readiness' score for that outcome domain. If it is green, the score is met by the setting readiness.
- If a 'Setting Readiness' or 'Home Confidence' score is shown as red, it is lower than the child's need score for that outcome domain. If it is green, the score is meeting or exceeding need.
- Each score has a symbol to indicate whether it is the same as the previous assessment ('=' sign); or has increased or decreased (up or down arrow)

Home

Users

Setting Readiness

Children and Young People

VSEND Tool

Reports

Child/Young Person:

Jack Jones

Start Date

End Date

GENERATE

Needs Assessment						Setting Readiness					Home Confidence				
Assessment Date	C&L	C&I	SEMH	S&P	Ind	C&L	C&I	SEMH	S&P	Ind	C&L	C&I	SEMH	S&P	Ind
07/09/2021, 17:23:33	6 =	4 =	6 =	0 =	4 =	0 =	0 =	0 =	0 =	0 =	0 =	0 =	0 =	0 =	0 =
07/09/2021, 17:23:42	6 =	4 =	6 =	0 =	4 =	0 ↓	0 ↓	0 ↓	0 ↓	0 ↓	0 =	0 =	0 =	0 =	0 =
07/09/2021, 17:24:14	6 =	4 =	6 =	0 =	4 =	5 =	4 =	6 =	4 =	3 =	0 ↓	0 ↓	0 ↓	0 ↓	0 ↓
07/09/2021, 17:24:41	6 =	4 =	6 =	0 =	4 =	5 =	4 =	6 =	4 =	3 =	5 =	4 =	5 =	5 =	5 =
09/09/2021, 14:51:26	6 =	4 =	6 =	0 =	4 =	5 =	4 =	6 =	4 =	3 =	5 =	4 =	5 =	5 =	5 =
01/11/2021, 11:16:17	6 =	4 =	6 =	0 =	4 =	5 =	4 =	6 =	4 =	3 =	5 =	4 =	5 =	5 =	5 =

3. How to run reports

Setting reports

As a School/ setting user, this allows you to run a report covering multiple children and young people in your setting. Select 'setting' at the top of the reports section to access it.

As a Local Authority administrator, this is your main reporting tool and allows you to run a report covering multiple settings and groups of children/ young people.

The tool contains three areas:

- Setting information (not used by Schools/ setting users) – indicating the setting and local authority area selected. If you are a school / setting user you will not be able to change this
- CYP information – this allows you to filter and run a report for certain groups – e.g. by age/ year group, SEN Provision type, as well as characteristics such as gender, ethnicity and preferred language.
- Dates – This allows you to limit the report to certain review or assessment dates.

The screenshot shows a web interface for generating reports. At the top, there are two tabs: 'CHILD/YOUNG PERSON' and 'SETTING', with 'SETTING' being the active tab. Below the tabs is a white box containing three filter sections, each with a dropdown arrow: 'Setting Information', 'CYP Information', and 'Dates'. At the bottom right of the white box is a dark blue button labeled 'GENERATE'.

3. How to run reports

Setting reports

Select the parameters you wish to alter and then click 'generate' – this will present you with four charts:

- Ratings chart – a Radar Chart showing the average need, setting readiness and home confidence scores for the children/young people in the cohort
- Overview – the same information as above presented in a table
- Needs met by setting readiness – a bar chart showing the % of children and young people where Setting Readiness matches or exceeds the level of need
- Needs met by home confidence – a bar chart showing the % of children and young people where Home Confidence matches or exceeds the level of need

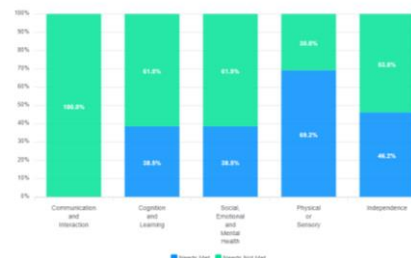
Ratings Chart



Derby City Council

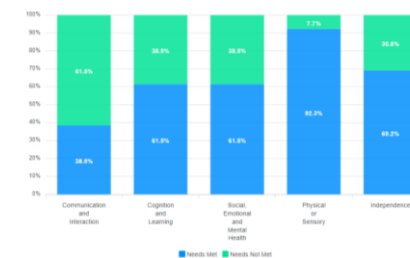
Needs Met by Setting Readiness

% of children and young people where setting readiness matches or exceeds the level of need



Needs Met by Home Confidence

% of children and young people where home confidence matches or exceeds the level of need



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Integrated Care Board

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BEST LIFE

ARKINI
CARERS TOGETHER C.I.C
The forum for Derby City

IMPOWER

4. How to carry out administrative functions





4. How to carry out administrative functions

Adding additional Users:

As a School Administrator, you can add or delete users from your school or setting. To do this, click on 'Users' on the menu bar to the left of the screen. This will bring up a list of current users in your setting, including their email address and Role.

Each user has two icons to the right of their details:

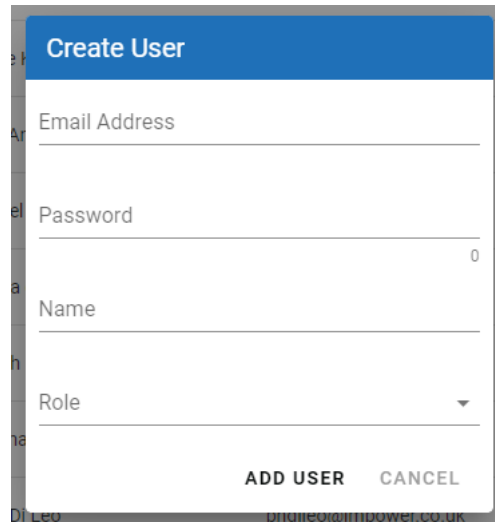
-  Clicking this icon allows you to edit the information for that user
-  Clicking this icon will delete that user (after giving a prompt asking you to confirm)

4. How to carry out administrative functions

If you would like to create a new user, select the + symbol in the top right of the screen



This will bring a dialogue box as follows:

A 'Create User' dialog box with a blue header. It contains four input fields: 'Email Address', 'Password' (with a character count '0' on the right), 'Name', and 'Role' (a dropdown menu). At the bottom are two buttons: 'ADD USER' and 'CANCEL'. The dialog is overlaid on a blurred background of a user list.

Fill in the required information, select their role from the drop down list and then click 'Add User' to create the user. Selecting 'Cancel' will take you back to the list of users.

4. How to carry out administrative functions

Uploading basic pupil data

School administrators can 'bulk upload' their basic pupil data from their Management Information Systems onto the eDIT digital platform. This function is found in the 'Children and Young People' section of the platform.

IMPOWER Signed in as: Leo Jones LOGOUT

Home Children and Young People Search

Users

Setting Readiness

Children and Young People

VSEND Tool

Reports

Unique Pupil Number	Unique Learner Number	Forename	Surname	School	Date of Birth		
S1234123412341		Ben	Adams	St Uploads	2008-04-24		
		Kieron	Blatt	St Uploads	2008-02-21		
A9999999904		Harry	Ducoure	St Uploads	2015-10-09		

To do this, they must:

- Prepare data in a .csv file
- Ensure that fields contain data in the correct format – text entered in a numerical field, and numbers in a text field, will prevent files from uploading
- Paste data into the template spreadsheet to prepare it for uploading

The template spreadsheet uses data coding from the Common Basic Data Set. The key is set out on the next page – use this to paste data into the correct columns.

4. How to carry out administrative functions









The Common Basic Data Set fields used on the eDIT digital platform are set out below. Data must be in the right format in order to be uploaded to the platform.

Code in template spreadsheet	Field name	Notes on format
N00001	Unique Pupil Number (UPN)	Letter followed by 13 digits
N00002	Pupil's Former UPN	Letter followed by 13 digits
N00003	Surname	Text
N00004	Forename	Text
N00005	Middle Name(s)	Text
N00006	Date of Birth	Date in format YYYY-MM-DD
N00007	Pupil Gender	Male/ Female/ Not Known (gender has not been recorded). Also covers gender of unborn child. / Not Specified (indeterminate; unable to be classified as either male or female)
N00008	Pupil Former Surname	Text
N00009	Pupil Preferred Forename	Text
N00010	Pupil/Child Preferred Surname	Text
N00011	ULN	10 digit number
N00015	Language Code	Text
N00177	Child Ethnicity	Text
N00209	SEN Provision	No Special Educational Need/ Education, Health and Care Plan/ SEN Support/ Statement

4. How to carry out administrative functions

Using the 'Completed assessment' flag

The summary page for a child or young person displays a list of all assessments relating to them.

Assessment History					<input type="checkbox"/> Show completed assessments only
	User	Tool	Completed	Delete	
01/03/2022, 12:31:33	Leo Jones	5-25			
01/03/2022, 12:31:30	Leo Jones	5-25			
28/02/2022, 10:56:28	Leo Jones	5-25			
28/02/2022, 10:56:23	Leo Jones	5-25			

Each time an assessment is saved, a new entry is added to this list. You can add or remove a 'completed' flag by clicking in the right-hand column for that assessment, so that the flag changes from red to greyed-out. You can filter the assessment history by clicking 'Show Completed Assessments only' in the Assessment History section.

4. How to carry out administrative functions

Exporting or printing an assessment

You can print a report on the child or young person by clicking “Export Information” in the child or young person information section at the top of the screen:

Child or Young Persons Information

Child/Young Person Name: Jack Jones - 06/07/2016	Age: 5 Years 6 Months	Tool Version: 5-25
Gender: Female	Setting: Test School	Does the child have a disability? Yes
Does the child have an EHCP? No	Is the child receiving SEN support? No	
Completed By: Leo Jones		EXPORT INFORMATION

This will generate a report containing the child’s information, the rating chart, and comments from each needs section, as well as their assessment history. You will be presented with your browser’s Print Dialog. From here you can print the report, or choose ‘Save to PDF’ or ‘Microsoft Print to PDF’ to save a copy of the report.

5. Further Information



Further Information

Should you require any further assistance, please contact us at:

Technical support with the eDIT
online platform (logging in,
updating user details etc.)

Email – support@unifybusiness.co.uk

Please use 'DIT' as the email subject



Support with using the eDIT,
advice and guidance

Email – derbysal@derby.gov.uk

Call – **01332 956 956**