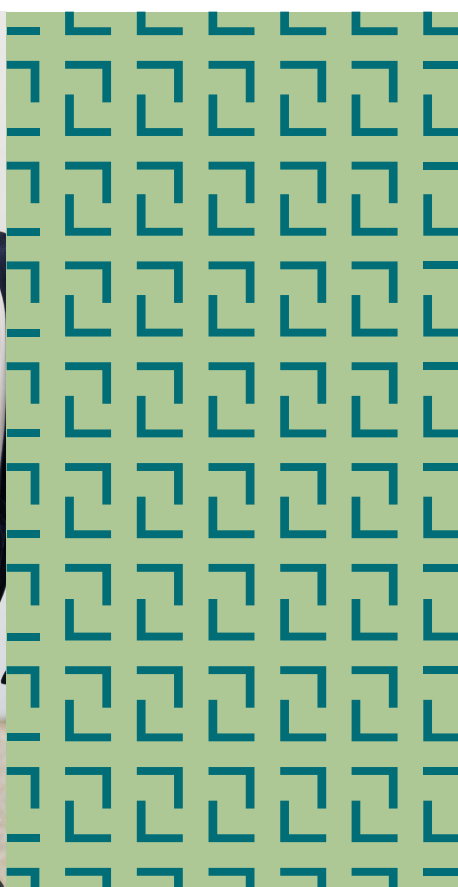




# Evaluating the impact of adopting SNAP

Reviewing evidence from schools across North Yorkshire  
Authority surveyed between 2022 and 2024



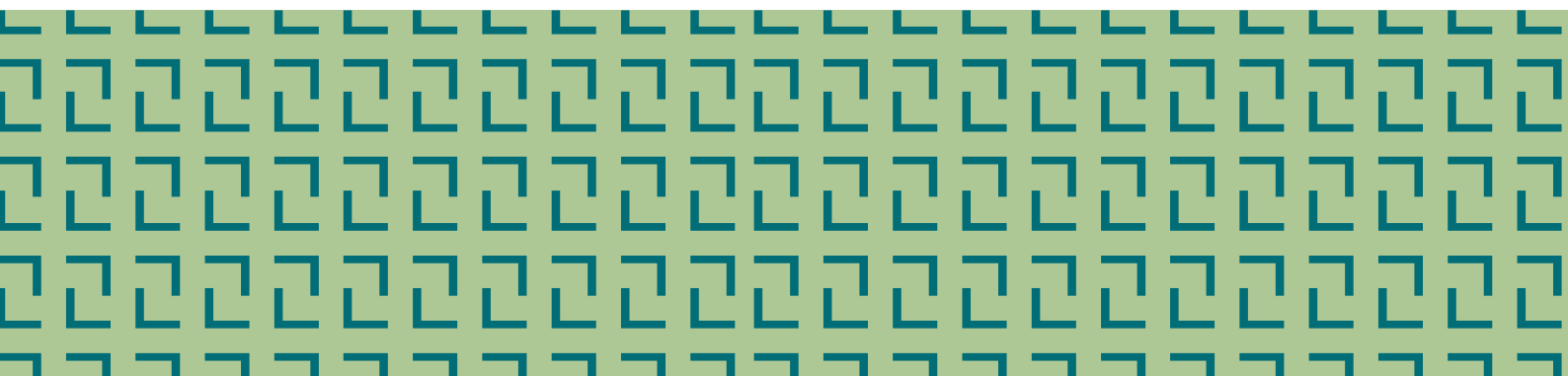
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 **hachette**  
LEARNING

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# Setting the context for the SEND system in schools

Pressure on the Special Educational Needs and Disabilities (SEND) system continues to rise due to the growing number of children and young people requiring support. In 2023, the percentage with an EHC plan had risen from 4.0% to 4.3%, and the proportion accessing SEND support has risen from 12.6% to 13%. The overall SEND percentage is now 17.3%.

This is exacerbating the delays to accessing services and support: local authorities are struggling to meet demand and waiting times are getting longer, especially for Children and Adolescent Mental Health Service (CAMHS) and assessments by educational psychologists and speech and language therapists. According to feedback from the participants in this consultation, waiting times for CAMHS are up to five years. As a result, there is even greater pressure on schools.

It's also impacting on outcomes for pupils. Educational psychologists say that better, earlier interventions could reduce the number of EHC plans and the pressure on health and education services .

In January 2023, Ofsted and the Care Quality Commission introduced a new approach for area SEND inspections which increased emphasis on the outcomes achieved for children and young people. Inspections now evaluate how well members of a local area partnership work together to improve outcomes for children with SEND. Local area partnerships comprise those in education, health and care responsible for SEND for children in the local authority.

In March 2023, the SEND and Alternative Provision Improvement Plan\* was published, setting out a vision for a new national system which aims to meet additional needs effectively and quickly within affordable provision, reducing the need for an EHCP.

The challenge for schools and authorities is to provide timely, cost effective and appropriate interventions for children which are impactful when budgets are under pressure and teachers are struggling with excessive workloads.

In October 2023, The Office of the Children's Commissioner published the results of research carried out amongst children which includes data from a nationally representative March 2023 survey. It summarises 'what SEND children want'. This includes: to be understood, seen and heard; good education and support at school; and, a whole-family approach.

\* SEND and Alternative Provision Improvement Plan: [https://assets.publishing.service.gov.uk/media/63ff39d28fa8f527fb67cb06/SEND\\_and\\_alternative\\_provision\\_improvement\\_plan.pdf](https://assets.publishing.service.gov.uk/media/63ff39d28fa8f527fb67cb06/SEND_and_alternative_provision_improvement_plan.pdf)

# Background to this research

In 2022, North Yorkshire Local Authority (LA) funded a two-year subscription to *Special Needs Assessment Profile-Specific Learning Difficulties* (SNAP-SpLD) and *Special Needs Assessment Profile-Behaviour* (SNAP-B) for their schools through the five locality boards set up as part of their 'SEND Partnership'. The boards are a collaboration between education leaders from schools across the authority and North Yorkshire council.

The aim was to support identification of children with SEND and, enable schools to provide targeted, holistic support for these pupils, including those waiting for specialist support from health care providers and other external agencies.

In 2023, North Yorkshire LA ran a survey amongst schools in the authority to capture their feedback on using SNAP. A follow-up survey was conducted by Hachette Learning in 2024, along with six qualitative, in-depth interviews with Special Education Needs Co-ordinators (SENCOs) and senior leaders.

Training was offered to schools on a flexible basis to suit their availability, and those who took it up were positive about it and the support provided by Hachette Learning. However, not all schools took advantage of it. When responding to the survey, some schools hadn't yet found time to use the products, or their use had been too low to comment on the benefits.

This report summarises the research findings and explores how SNAP has supported schools, pupils and their families.

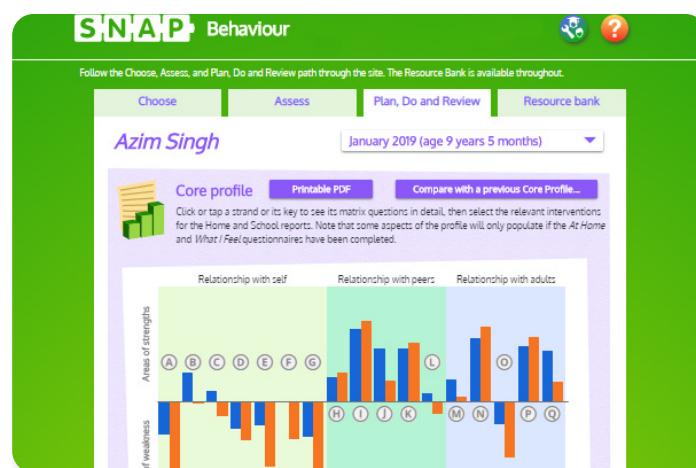


# Summary of findings

- All who took part in the qualitative research said that the SNAP profiling assessment they used provided an accurate and reliable assessment of needs.
- Participants trust and value the quality and depth of information provided.
- As well as confirming the SENCo or teacher's judgement, it can also reveal other areas of need which haven't yet been picked up.
- The feedback indicates that SNAP profiles can be used flexibly to suit the approaches of different schools, and participants say they strengthen and add rigour to their SEND processes, aligning with the SEND Code of Practice.
- During the 'assessment' phase of the 'Assess – Plan – Do – Review' model, research participants reported that a SNAP assessment provides clarity over a child's barriers to learning, giving precision and accuracy. This allows the right intervention and support to be put in place.
- Because SNAP profiling indicates a student's strengths and weaknesses, it focuses on the 'whole child', highlighting areas in which they are flourishing and successful. Participants said that when talking to parents and the student, it allowed them to relay skills and competencies the child is good at, as well as areas in which they needed additional support.
- Participants talked about SNAP 'empowering' teachers. In some cases, class teachers used their own judgement over when to use SNAP and, although they would discuss the results with the SENCo, they took 'ownership' over the interventions.
- SNAP also supports parental engagement and communication at two points in the process.
  - During the assessment phase, parent 'voice' is captured through a questionnaire. Research participants said this is helpful in developing trust and building a partnership between home and school.
  - SNAP also generates reports for parents. Most respondents said that parents respond positively and, have valued the additional insights, clarity and information about their child. There were instances of parents using the home report to access specialist support through their GP. However, a few relayed that some parents were less receptive. Typically, this was when the news came as a shock. This reinforces the importance of building trust with parents through an ongoing dialogue.



- Based on research feedback, SNAP has helped teachers to create better quality support plans. The reporting includes targeted classroom strategies and interventions associated with the student's areas of need.
- Many of these are practical ideas which can be implemented in the classroom. This puts less pressure on the school's resources.
- Overall, amongst participants who had used SNAP assessments and interventions, it was described as a valuable tool for identifying students needing additional support and, improving the quality and timeliness of the interventions put in place.
- Out of a total research sample across the 2023 and 2024 surveys, 86% said that they intended to continue using it once their 'free' subscription had lapsed. Amongst those who didn't intend to renew, budgetary pressure was most likely to be given as a reason.



*SNAP-B Core profile*

*SNAP-SpLD Assess page*

# When do schools use SNAP assessments?

SNAP has been designed to support the 'Assess – Plan – Do – Review' model, as set out in the SEND Code of Practice (2014), and the assessment can be administered by any member of staff, although typically the product is 'owned' by the school SENCo.

The actual point at which schools will carry out their first formal assessment of a child with suspected SEND varies, depending on the school type, size, the experience of members of staff and, the number of SEND children.

- In a small school where staff spend a lot of time with children, SNAP might be used to identify or confirm the range of needs associated with a child not making expected progress.
- In schools with larger cohorts, higher mobility rates, or higher levels of SEND, SNAP may be used earlier in the 'assessment' phase when concerns are first raised.
- One centre in the 'interview' sample, a Pupil Referral Service (PRS), uses it as a baselining tool when pupils are admitted to the unit.

One participant described using it when teachers are struggling to identify the specific range of needs for a child not making expected progress.

"Sometimes it can be hard to know where to start. We monitor how they are in class, how they perform in assessments, lack of progress, we monitor them regularly in their daily writing, so we can see and flag where a child hasn't been making progress or falling behind. I have termly check-ins with teachers on pupils, and that's where I'd step in and do an observation. When we have concerns, we'll monitor them and, then take action such as administering SNAP." *Sarah*

Another teacher with SENCo status described a similar process, saying that they would first try 'quality first' teaching. If this doesn't work, administering SNAP might be the first formal assessment of the child's needs and barriers to learning.

"It's mainly used with children who are not keeping up with their peers or have fallen behind with reading or writing." *Emma*

SNAP can be used as a next step after a reading or Maths assessment when results indicate that a child isn't working at the expected level.

“The first thing would be to test them using *PiRA* (*Progress in Reading Assessments*) or *PUMA* (*Progress in Understanding Mathematics Assessments*) to back up our judgement and identify the weak area. If the gap continues growing, they have a *Shine* intervention in Reading or Maths, and if that doesn’t do it and the gap grows some more, we then do a SNAP assessment to see if it’s something we’ve overlooked.” *Tim*

Yet another said that SNAP is used in their ‘monitoring’ phase to help with information gathering.

“We think there’s a need and we’ve spoken to parents and are gathering information, that’s when we use it.” *Joanne*

SNAP assessments and interventions don’t have to be administered by the SENCo. In one school, teachers are trained to use SNAP as part of their SEND identification process and will then discuss the results with the SENCo.

“It’s empowering the teachers. It gives them the confidence of knowing where to go and what to do. And it supports their judgements too. It equips all teachers to be teachers of SEND. Teachers know to use it early on in that process and are confident to use it themselves.” *Joanne*

One participant who worked at a PRS with children aged 11+ said that students would be baselined upon arrival at the centre. Many have undiagnosed needs and SNAP assessments, along with an ‘Attitudinal and Wellbeing’ questionnaire, are used to build an individual profile and pupil passport for each student. For children who aren’t coping in mainstream education, this is often the first time that they have been formally assessed. Because students typically spend a short period of time at the unit, it’s important to assess them immediately. This allows the impact of the interventions to be measured when the student is reassessed.

**“Ofsted said that’s really good and has flagged up our use of data as a strength, gathering it in a timely manner and using it to provide targeted support for the children.” *Nikie***

The feedback from schools reveals that SNAP assessments are used flexibly to suit the school and can also be administered by other members of staff, taking the burden off the SENCo. It supports a collaborative, whole-school approach and allows the school to decide how and when to use it. It also includes pupil and parent voice, giving schools a holistic picture of the child, their background and, their needs.



# Improving the timeliness and quality of interventions with SNAP

Amongst schools who took part in the interviews, it was clear that in-school SEN processes were well established and, staff were quick to identify those needing extra support. Early identification wasn't the challenge: the issue is around the accuracy of mapping a pupil's range of needs ensuring that the support is targeted and effective.

Teachers aren't specialists in diagnosing special needs and, it can be hard to pinpoint the underlying condition based on the child's behaviour in class or performance in tests. It can also be difficult to know whether challenging behaviour is prompted by an undiagnosed 'need', or potentially triggered by other factors – or both. This can be complicated when comorbidities exist and, staff are struggling to diagnose several potential issues. For teachers, this can be extremely frustrating, as they're simply 'firefighting' and, trying to minimise the disruption to learning for others.

SNAP provides a comprehensive, accurate profile of the child's strengths and weaknesses, providing clarity over the nature and extent of their need.

Amongst 48 research respondents who provided unprompted comments on how SNAP had supported their school, 23 said it provides accurate assessments of a wide range of needs and is useful for identifying specific issues, making this the biggest 'response category'. Teachers who took part in the interviews agreed that this is the reason that they, too, rely on SNAP.

## How does SNAP do this?

*SNAP-SpLD* profiles 20 specific learning difficulties based on teacher, parent and pupil questionnaires, triangulating evidence from different perspectives and ensuring that pupil and parent 'voice' is included in the assessment. It also has eight short diagnostic probes, which can be completed with children who are aged 7 and upwards. *SNAP-B* profiles 17 social, emotional and behavioural difficulties across three domains: Relationship with self, Relationships with other children, Relationships with adults.

The analysis is provided as an interactive graph indicating the child's strengths and weaknesses across a wide range of domains. Additional information can be seen by clicking on the graph for each specific area, and teachers can access supplementary support and intervention ideas.

# Using SNAP to support the assessment phase

Across the qualitative and quantitative phases of the research, participants described how SNAP supports staff in assessing SEN learners' needs.

SNAP provides clarity when teachers realise that there is a barrier to learning but, aren't quite sure what it is. Using *SNAP-SpLD* gives precision and accuracy, allowing the right intervention and support to be put in place.

"With some needs, it can be difficult to pinpoint exactly what it is, for example, is it a weak memory, or [is] audio processing a barrier, it depends on the individual needs so using SNAP we can target the intervention. SNAP has about 20 areas, it gives us a wide range. It's really great." *Tim*

SNAP often confirms or validates the SENCo's judgement. One participant, working at a PRS, said that for students who don't understand their own behaviour, this is the first step in their journey towards self-understanding and, agency over their own behaviour.

"Usually it confirms what we suspect. If kids are here it's because they're in trouble. Sometimes you'll watch a child with ADHD and you can see the hyperactivity. It's reinforcing what you see. It's being able to use that data and specific information – it's not subjective. It's objective, the specialised questions are leading us down this path. Those traits indicate what we're seeing, then interventions make the difference, though the child may still need the diagnosis." *Nikie*

SNAP can be used when a pupil doesn't conform to the typical signs of a learning difficulty and, staff aren't sure over their judgement.

**“One of the children we ummed and ahed about dyslexia but she didn't meet the typical profile. She had interventions in place for dyslexia but because we weren't sure about the need, we weren't doing a full intervention. SNAP confirmed more was going on, so we shared the results with mum and she took her off for a formal diagnosis.”** *Emma*

"She had got dyslexia, so it made the transition to secondary school easier. If you can't put your finger on it, or want extra confirmation, we use it." *Emma*

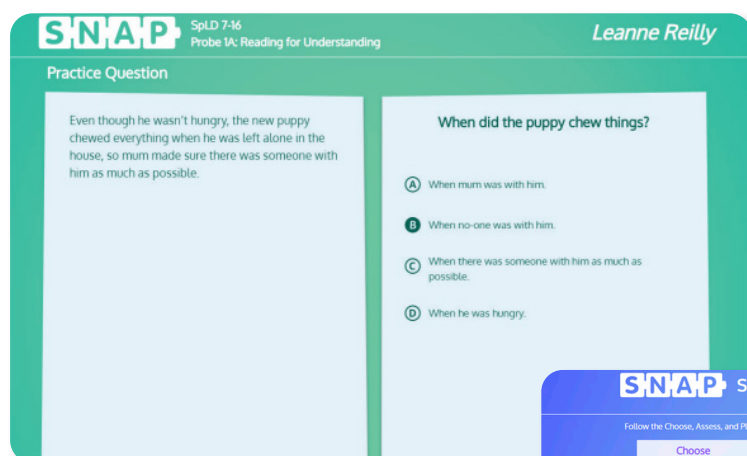
In addition to confirming a professional judgement, SNAP can indicate other areas of need which hadn't been picked up. This means that the interventions can address these issues, too, making them more effective. Because it includes 'pupil voice', the assessment goes beyond just the clinical indicators: it also gives an insight into how the child feels.

“Whereas before, in this specific instance, I would have started with cognition and learning, and then picked up the self-esteem, we were prompted to consider that earlier. It was achievable to put interventions in place straight away. It wouldn’t have been missed but it was useful to pick it up early on in the process.” *Joanne*

“The more I’ve used it, the more beneficial it has become ... it’s clear and obvious about the child’s strengths and weaknesses, that it’s broken down into different areas ... So not only what the screening shows, but what the child feels, which is so important, because it’s making sure their self-esteem is strong.” *Jo*

When asked to describe how SNAP had supported specific pupils, the feedback from 54 respondents across both the 2023 and 2024 surveys indicate that it adds rigour and precision to their judgements and, reveals new information, allowing better quality and more targeted support for SEND children. When summarised and categorised, responses fall into these key areas:

- Highlighting areas which they hadn’t been aware of.
- Enabling the school to implement targeted support.
- Helping to overcome barriers to learning.
- Allowing the pupil to articulate the challenges they face.
- Empowering pupils and, supporting their self-esteem.



SNAP-SpLD pupil questionnaire



SNAP-SpLD Core profile

## Case Studies

### Examples of how SNAP has helped support children with SEN

#### Case Study 1

Jo, SENCo and pastoral lead at TIG Federation, described how SNAP had revealed unexpected insights into a child with suspected dyslexia. This meant that the support they put in place reflected this new information, leading to improved outcomes for this child.

“We were devising a support plan for a child with dyslexia focusing on their phonics and reading skills. We administered *SNAP-SpLD* and, as a result we realised how high the needs were for other areas, particularly around self-esteem and self-regulation. This meant that alongside the phonics support we put more in place around peer relationships, friendship and self-esteem. The strategies ended up having such a big impact the parents wrote in to say how much better their child was doing at home, who was now reading because their self-belief went up. It meant that whereas otherwise I would have started with cognition and learning, and then picked up the self-esteem, we were prompted to consider that earlier. We were able to put support in place straight away. It wouldn't have been missed but it was useful to pick it up early on in the process. As SENCo I would see those links, but class teachers not as quickly.”





# Case Studies

## Case Study 2

Nikie, Deputy Head, Lead for Science and SENCo at a PRS, is a passionate advocate of SNAP and, believes that for older children who've been excluded from mainstream education, it can be the key to helping them understand themselves and, the first step to being in control of their learning and behaviour.

"By talking through the SNAP results, they're able to understand themselves. Instead of big dramatic blowouts, they can ask to go out and cool down, have some time out maybe chatting to an adult, so it's giving them the vocabulary to talk about how they feel and, the tools to self-regulate. That's really crucial, especially when they go back to their home school because they need the vocabulary and strategies, and the interventions to use. It gives agency. Being able to say to that child, 'hyperactivity is a real thing and, I can see it and, recognise it,' they feel heard. They're not 'just a naughty child': they have an additional need, they feel listened to. They're entitled to help."





# Using SNAP to support parental engagement and communication

One of the three overarching challenges identified in the SEND and Alternative Provision Improvement Plan\* is loss of confidence in the SEND system amongst parents. Parents' experience of accessing support for their child can be extremely frustrating: the system isn't responsive, it's often adversarial, and they feel their voice is ignored.

SNAP engages parents at two points in the process:

1. During the assessment phase, parents complete a questionnaire in which they provide information about the child's background, development and behaviour at home.
2. Once the profile has been created, this generates a home report which can be shared with parents or carers. As well as outlining the specific areas of need and, summarising how the school will respond, it suggests strategies for them to use, along with further information and sources of information for their own research.

Research participants said that 'parent voice' is important because it involves parents in the process.

- "Parents enjoyed giving their parent voice."
- "Parents like the questionnaires."
- "Parents have been very on board with filling in the home questionnaire and surveys. Every parent has concerns and worries, so it's a way of working as a team."

\* SEND and Alternative Provision Improvement Plan: [https://assets.publishing.service.gov.uk/media/63ff39d28fa8f527fb67cb06/SEND\\_and\\_alternative\\_provision\\_improvement\\_plan.pdf](https://assets.publishing.service.gov.uk/media/63ff39d28fa8f527fb67cb06/SEND_and_alternative_provision_improvement_plan.pdf)



It can also help to rebuild trust in the system by showing that the school is responding to their concerns and, taking action.

“Everything’s gone online since COVID and, it’s hard for children to access support via a screen. Parents are more aware of autism and, want their child to be assessed, and we’re on a three-year waiting list for that. In school we have lots of strategies to support those children but, that link between home and school can be difficult. So the school is managing parents’ frustration and trying to do something.” *Sarah*

For the school, the parent questionnaires can reveal previously unknown but relevant information about the child.

**“The parent questionnaires are actually very useful, too, and in some cases have given us information or insights that have been extremely useful and, which we wouldn’t otherwise have known, but which make a lot of sense. For example, if the child was a premature baby. You think: ‘Aah, that makes sense’.”** *Tim*

SNAP SpLD 7-16 Information from the Family Questionnaire Leanne Reilly

Category

- ☐ Medical/physical
- ☒ Spelling and reading
- ☐ Writing
- ☐ Visual stress
- ☐ Auditory working memory
- ☐ Visual working memory
- ☐ Maths and number
- ☐ Speech and language
- ☐ Personal characteristics
- ☐ Movement, balance and coordination

Spelling and reading

Does/did your child find learning to recite the alphabet in sequence unexpectedly difficult?

☐ No ☐ A little ☒ Very

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*SNAP-SpLD Example of Parent Questionnaire*

# Reporting the findings to parents

Fifty respondents across both surveys commented on the usefulness of the reports for parents, with many saying that parents had responded positively and, appreciated the additional insights into their child's strengths and weaknesses.

*"We always share results and parents comment they like this." Survey respondent*

For parents struggling to cope with a child with additional needs, the additional information can come as a relief.

*"Parents find it useful and are relieved when they have more explanations to their children's barriers to learning." Survey respondent*

However, this isn't always the case. One SENCo said that some parents didn't want to accept that their child has a need.

*"I've had parents in tears when I've talked through the report and there are tendencies towards dyscalculia. People don't always like labels." Jo*

Negative reactions are far more likely when the news comes as a shock. Importantly, trust needs to be built between the parent and the school through an ongoing dialogue, in which concerns are raised over time, so the parent understands why the school is investigating whether their child has a learning difficulty or need.

Not all schools choose to share the full home report, instead giving them the two-page summary and graph.

**“The two-page graph of strengths and weaknesses is a good visual summary for parents. It backs up our diagnosis. That's helpful. I've had a few children who are below on everything in the graph, but it's been useful to say which areas are significantly behind and, need to be prioritised.” Tim**

Because SNAP highlights the child's strengths and areas of improvement, conversations in which the findings of the report are relayed should focus on the 'whole child' and highlight areas in which the child is flourishing and successful, as well as concerns.

*"SNAP gave a detailed breakdown of the areas and, it was a chance to celebrate the child's strengths, because it can be easy to just focus on weaknesses. It reassures the parent and, they have asked less questions." Sarah*

It can be useful for parents to have ideas to support their child at home. "Parents have found the report informative, they like the strategies they can implement

to support their child at home.” This builds a closer partnership between school and parents.

“Parents have found the information provided to them useful. They are able to work in partnership with the school.” *Survey respondent*

**“I’ve found it useful for meetings with parents, because of the different reports. Quite often we have a meeting with a parent, and we’re leading it, and the parent is trying to take it on board, so it’s nice to give them the report to take away with the additional research, which they can follow up and get back to us with questions.” Sarah**

Providing reassurances to concerned parents that the school is taking action is important, too. A few said that they used the report to explain how the school would be providing support.

“It showed areas that might be a concern and we were able to explain how we were going to address them or how we were going to investigate further.” *Survey respondent*

For over-anxious parents, the report can mean peace of mind.

“We’ve had a parent panic that their child has dyslexia but actually – when we got the profile sheet ... it wasn’t that. It was reassuring for her.” *Emma*

Research participants also noted that SNAP has boosted staff confidence during conversations with parents. Twelve respondents said that SNAP had supported staff with parental communication.

“It is giving staff the confidence to talk to parents regarding children’s individual needs, giving them guidance when obtaining pupils voice and has lots of good strategies to support children in the classroom.” *Survey respondent*

“Gives the tools for those in-depth conversations.” *Survey respondent*

Because SNAP is objective, the assessment isn’t just the teacher’s or SENCo’s opinion: it’s based on an assessment designed by experts and, this backs up teachers’ judgements.

“It gives the agenda to lead the conversation and, a way into hearing their views.” *Joanne*

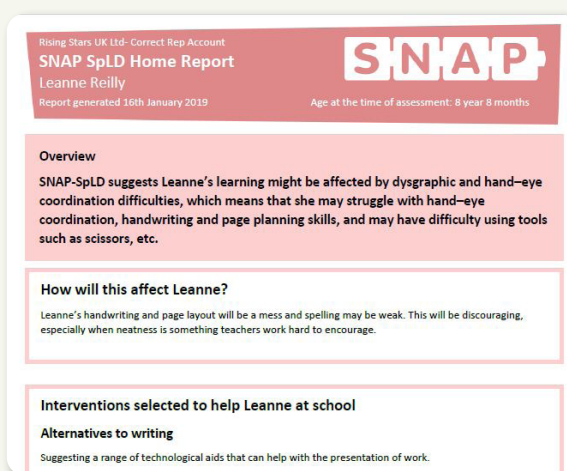
Overall, improved parental engagement and communication is one of the key strengths which research participants highlighted when sharing their experiences of using SNAP.

## Case Study

### Example of how SNAP's home report supported parents of a child with previously undiagnosed needs in getting a diagnosis

Craven PRS provides 33 places for young people aged between 11 and 16 who have been permanently excluded or are at risk of being excluded from a mainstream school. Most students are on preventative placements that last between 6 to 18 weeks. During their time at the PRS, a comprehensive process of diagnosis, intervention and development takes place to enable students to re-join their mainstream 'home' school. Nikie, the Deputy Head and SENCo at the PRS, recounted an instance of a boy in Year 9\* who joined the PRS with no diagnosed SEND needs. The team quickly realised that he presented with ADHD behaviour.

"I did SNAP then went to the home school and, asked what they had seen across Years 7, 8 and 9. Although there hadn't been a formal diagnosis, a member of staff had done a short assessment on ADHD that they'd found online which confirmed our judgement, so I could speak to the parent about getting him a diagnosis. It's interesting: ADHD affects sleep and diet, and the SNAP report gives other things to research, so it allowed the parent to understand their child better and, change their diet. It also gave them the confidence to go to the GP and get a referral because the child is presenting as if they have ADHD. They could take the evidence to the meeting. It made them feel they're not 'just a bad parent'. They're not just making it up. The school is recognising it and telling me to come to you for a diagnosis."



*Example of a bespoke home report in SNAP-SpLD*

\* Year 9 (in England) = 13-14-year-old learner.



# Using SNAP to support the ‘plan’ and ‘do’ phase

Following the assessment of needs, the next step in the process is for the school to create a plan setting out how the school intends to support the child. This could be a ‘pupil passport’, a ‘provision map’ or an Individual Education Plan. The document needs to be tailored to a learner’s needs, with targets and actions. This is the ‘go to’ plan used by all members of staff involved in supporting the child, including TAs, HLTAs, class teachers and the SENCo. Older students may also have a copy and, be invited to contribute to it.

After running SNAP, the teacher or SENCo can create a school report in SNAP which sets out the interventions and strategies they have selected based on the pupil’s profile. Embedded resources in SNAP include worksheets and ideas. It also signposts the school towards other Hachette Learning and third-party commercial programmes.

Based on interview feedback, SNAP has helped teachers to create better quality support plans:

**“Teachers find writing smart targets difficult, and with SNAP, it helps highlight where the highest area of need is and, then directs them to drill down to a target. Because the strategies are there, they’ve got the tools to address them. It makes that process much tighter and, speaking as SENCo, I can see the targets teachers are setting are better.”** *Joanne*

SNAP also encourages teachers to prioritise the targets that are most relevant to their subject.

“You can’t use fifty things with each child, so I ask teachers to read through those relevant to their subject and then highlight 3 to 5 targets. So not trying to do it all, being very clear that they’ll start with these targets and, when they’re working, work up to something so it gives progression.” *Nikie*

Many of the strategies are practical ideas which can be easily implemented in the classroom. This is important, as ‘interventions’ put extra pressure on support staff and, mean that the pupil loses out on the timetabled curriculum.

“It’s things that they can do and, fit into their daily practice. The language to use with the child. It’s not too conceptual. SNAP goes into concrete examples, and it’s easier to run with it – a lot of things are practical, adaptive teaching strategies rather than interventions which is useful for teachers’ workload and children.”  
*Joanne*

"It's helped teachers realise that SEND support doesn't need to be another HLTA doing an intervention, it can be something they're doing in the lesson, so it's easing the pressure on resources and I can redirect them where they're needed."

*Joanne*

For HLTAs who are working on a one-to-one basis with pupils, the information sheets are easy to share, and they don't overwhelm support staff with too much information.

"The help sheets are brilliant and can easily be shared with others." *Nikie*

Finally, although not a diagnostic tool, SNAP can be instrumental in getting a formal diagnosis.

"It identified hyperactivity as a major weakness, the child is now on the path to being diagnosed with ADHD." *Survey respondent*

Two relayed instances in which parents had shared SNAP reports with their GP/ paediatrician as evidence of their child's additional needs.

"The paediatrician could see very clearly the child's strengths and weaknesses and commented on how helpful it was." *Survey respondent*

Finally, for children with profound needs and complex issues, SNAP can be used to inform referrals for specialist support.

"For a child that we were struggling to pinpoint needs for we were able to identify areas of need and then put some strategies in place to support the child. This child has complex SEMH needs and we have been able to use SNAP to inform a referral to the SEND Hub." *Survey respondent*

# Summary of benefits

In the Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement Plan\*, one of the key strategic priorities to improve SEND provision is to support and invest in a skilled workforce. Increasingly, all staff in schools from support staff to SENCos will be upskilled and supported to improve and expand on their capacity to support SEND children. Participants in this research summed up the difference that SNAP had made to their school or setting as follows:

"It allows us to give targeted support to children who need it, rather than just guessing and giving universal support that isn't specific. We can target it much more precisely." *Tim*

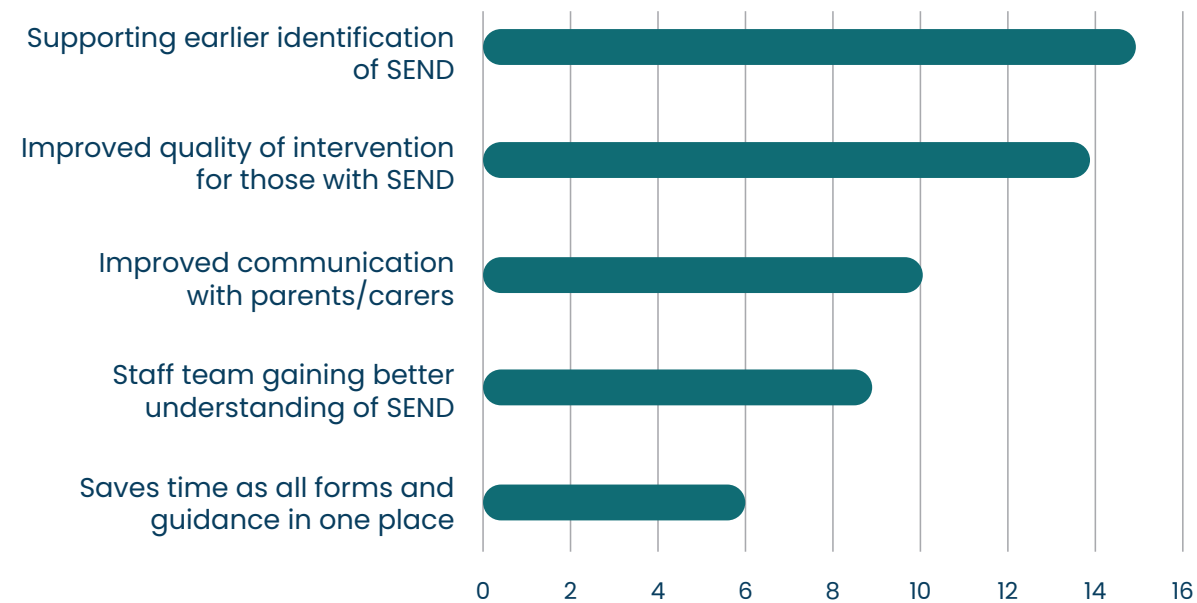
"It is effective, it's accurate, it works. And it's easy and simple to use. It would be my one 'go to' tool as a SENCo." *Nikie*

"It gives me a really clear process for SEND identification; a clear step in the process which is what I need for the Code of Practice so it helps alignment with that, we have a consistent approach across the school, and it empowers the class teachers to be teachers of SEND. As SENCo I can support them, rather than do the identification work myself, which is how it should happen." *Joanne*

"It gives you structure, and gives you the all-roundedness, that's what I like, with the different probes. The holistic nature. It also measures their self-esteem. For me, it's one place, it's flexible in the way you use it, and you're gaining crucial information to make a difference in that child's life. From a SENCo's point of view, you're getting all the information, it's an incredibly straightforward process, I can access it really easily, I don't spend hours setting it up, it's good to go." *Jo*

\* SEND and Alternative Provision Improvement Plan: [https://assets.publishing.service.gov.uk/media/63ff39d28fa8f527fb67cb06/SEND\\_and\\_alternative\\_provision\\_improvement\\_plan.pdf](https://assets.publishing.service.gov.uk/media/63ff39d28fa8f527fb67cb06/SEND_and_alternative_provision_improvement_plan.pdf)

### North Yorkshire Schools' favourite benefits of SNAP



Respondents to both the 2023 and 2024 surveys were asked whether they intended to subscribe to SNAP once their free access lapsed. Out of a total sample of 78 respondents across both surveys, 86% said that their school would pay to continue using SNAP when their LA-funded subscription ends. Amongst the 14% who said they weren't intending to renew once the LA funding came to an end, the main reason was due to budgetary pressures.

# Conclusion

- Adopting SNAP has been welcomed by nearly all research participants. It has strengthened in-house practice, empowered teachers and, improved the assessment of specific pupils whom staff were struggling to profile.
- SNAP has supported communication and engagement with parents, encouraging a collaborative approach to addressing the needs of students with learning difficulties or barriers. All of this means better outcomes for children.
- This research shows that SNAP is a valuable tool for improving the quality of SEND provision and for upskilling staff. It is therefore aligned with the strategic goals set out in the Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement Plan.
- Regardless of the decision made by small schools with limited resources, staff will have benefitted from the skills and knowledge gained from using SNAP.
- One 'barrier to use' was allocating time for the product onboarding process: this is the case when adopting any new education resource or tool. Research participants agreed that SNAP was 'straightforward' to use once they were familiar with it. All schools were offered training on a flexible basis to suit their availability. Schools were also offered a helpline for follow-up support. However, not all chose to take advantage of the training. These were the schools that failed to use the product.
- A key benefit of an authority-wide adoption is consistency of practice across schools. This means that if a child moves to another school in the same authority, their SNAP assessment and report can be transferred to the new school, maintaining continuity of provision. In centres with high levels of student mobility, such as a PRU, this increases the likelihood of a positive outcome for the student when they return to mainstream provision.
- Inevitably, with a whole-scale adoption, not all schools will choose to opt-in. However, amongst those who have, the qualitative and quantitative feedback from this research indicates that the investment has been worthwhile: schools say that teachers, parents and, above all, pupils have benefitted from the decision to offer SNAP across the local authority.



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