



Using Tapestry in Resource Bases

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Introduction



Cherry Garden Branch Maps

In a Resource Base, assessment is hugely important - it must demonstrate progress, guide provision, support accountability and ideally reduce administrative burden. When used strategically, the Cherry Garden Branch Maps framework and Tapestry's Bespoke Frameworks feature can work together to create a coherent, efficient and evidence-rich system.

Cherry Garden supports small-step developmental assessment. Bespoke Frameworks allow you to monitor personalised EHCP outcomes. Together, they bridge the gap between developmental progress and statutory accountability.



Cherry Garden

Many Resource Base pupils are working at pre-National Curriculum levels. Traditional age-banded frameworks often fail to capture the subtle developmental shifts that matter most.

Cherry Garden provides:

- Developmental “branches” rather than age expectations
- Small, observable indicators of progress
- Recognition of engagement, responsiveness and intentionality
- A structure suitable for children with complex support needs



Why Cherry Garden is Practically Powerful in a Resource Base

1 Practical Benefits for Staff

Using Cherry Garden within Tapestry means:

- Staff can tag observations quickly to relevant developmental branches
- Progress becomes visible over time without needing a data focus
- Small gains (e.g. longer shared attention, reduced prompts) are recognised
- There is a shared developmental language across the team



2 Capturing Meaningful Small-Step Progress

In Resource Base provision, progress might look like:

1. Sustaining attention for 10 seconds longer
2. Moving from physical to gestural prompts
3. Initiating interaction once in a session
4. Accepting a transition with visual support

Cherry Garden allows these changes to be mapped developmentally rather than just described anecdotally.

Over a term, a pupil might remain within the same broad developmental stage.

However, Tapestry will show:

- Increased frequency of secure indicators
- Reduced adult scaffolding
- Greater consistency across contexts

This can be invaluable during progress or review meetings.



3 Using Bespoke Frameworks to Monitor EHCP Outcomes

While Cherry Garden captures developmental growth, EHCP outcomes are specific and statutory. This is where Tapestry's Bespoke Frameworks have been a game-changer for schools.

Why bespoke frameworks matter

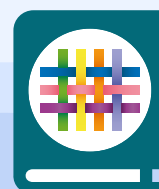
EHCP outcomes are:

- Individualised
- Long-term
- Often multi-layered

A Bespoke Framework allows you to:

- Input each pupil's specific EHCP outcomes
- Break them into measurable short-term steps
- Monitor progress over time

It is possible to provide tagged examples aligned directly to statutory targets that can easily be shared during the review process.

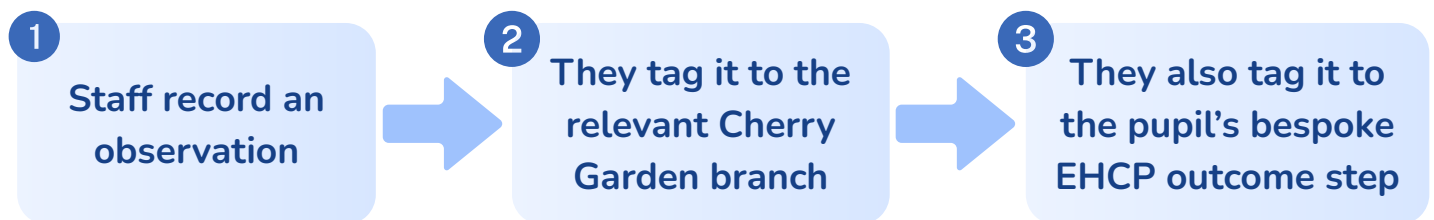


4 Aligning Cherry Garden with EHCP Monitoring

The most effective model is to use:

- Cherry Garden → developmental assessment
- Bespoke Framework → EHCP outcome tracking

How can you use it in a practical workflow?



Why bespoke frameworks matter

"X independently selected a symbol to request a break."

Tagged to:

- Cherry Garden: Expressive Communication branch
- Bespoke Framework: EHCP Outcome 1 - Functional communication step 3

This dual-tagging means one observation serves two purposes:

- Developmental monitoring
- Statutory accountability

It reduces duplication and strengthens coherence.



5 Reducing Paperwork and Administrative Pressure

Resource Bases often manage multiple systems, for example:

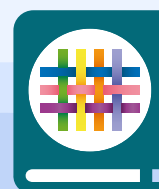
- Provision maps
- Intervention trackers
- Behaviour logs
- Therapy reports

Using Cherry Garden and Bespoke Frameworks together within Tapestry can reduce the need for parallel systems.

Practical Efficiencies

- No separate EHCP tracking spreadsheet
- Evidence stored in one accessible platform
- Quick filtering of observations by outcome
- Documents area to store external reports
- Reflections feature to detail and review interventions and support.

Leaders can quickly see whether outcomes have sufficient evidence without chasing paperwork.



6 Supporting Provision Planning

Cherry Garden highlights developmental strengths and gaps.
Bespoke Frameworks highlight statutory priorities.

Together they help answer:

- Are we focusing on the right areas?
- Is provision engaging and aligned with EHCP priorities?
- Are interventions leading to measurable progress?

For example:

If Cherry Garden shows steady cognitive development but little progress in expressive communication - and communication is a primary EHCP outcome - leaders may adjust staffing, increase AAC modelling or seek additional SLT input.

Assessment becomes a driver for action.



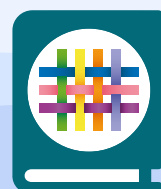
7 Strengthening Evidence for Annual Reviews

Annual reviews require clear evidence of progress toward outcomes.

With Tapestry, you can:

- Quickly collate examples that demonstrate progress towards each EHCP target
- Use the Cherry Garden framework to demonstrate developmental growth
- Provide timestamped photographic and video evidence
- Show reduction in adult support over time

This frames review discussions around structured evidence rather than subjective impressions. It also protects staff by ensuring provision impact is clearly documented using the Cherry Garden Monitoring Screen.



8 Improving Team Consistency

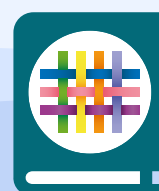
In Resource Bases, multiple adults support each pupil. Consistency in assessment is critical.

Cherry Garden provides a shared developmental reference point. Bespoke Frameworks provide a shared understanding of pupil-specific priorities.

Practical Implementation Strategies

- Moderate Cherry Garden assessments termly
- Review Bespoke Framework progress in pupil progress meetings
- Agree what different refinement levels mean in your setting (Emerging, Developing, Secure)

Following these strategies ensures quality assessment that produces meaningful information.



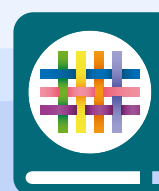
9 Enhancing Parental Communication

Parents may find developmental language confusing, and EHCP language overwhelming.

Using Tapestry allows you to:

- Share small developmental achievements (Cherry Garden)
- Clearly explain progress toward EHCP goals (Bespoke Framework)
- Show visual examples of independence gains
- Celebrate incremental successes
- See examples of learning and achievement outside of school.

For families of pupils with complex support needs, recognising small progress builds trust and reassurance.



10 Demonstrating Impact for Leadership and Inspection

Inspectors and senior leaders want to see:

- Clear intent
- Personalised implementation
- Impact

Cherry Garden demonstrates that provision is developmentally appropriate. Bespoke Frameworks demonstrate alignment with statutory requirements.

Together they show:

- Individual starting points
- Targeted, adapted provision
- Evidence of incremental progress
- Adaptation when progress stalls or provision requires adjustment

Having secure processes in place for identifying concerns around provision and implementing appropriate change strengthens the overall SEND narrative of the setting.



11 Making the System Sustainable

To ensure this approach enhances rather than burdens staff:

- Consider a 'quality over quantity' approach to collecting observations
- Avoid separate tracking documents/systems
- Build review time into staff meetings
- Provide ongoing CPD

The goal is integration, not duplication.



The Overall Practical Impact

When embedded well, using Cherry Garden and Bespoke Frameworks on Tapestry results in:

- Clear visibility of small-step developmental progress
- Structured EHCP monitoring
- Reduced reliance on external spreadsheets
- Stronger annual review preparation
- Better-informed provision planning
- Improved consistency across staff
- Greater parental confidence

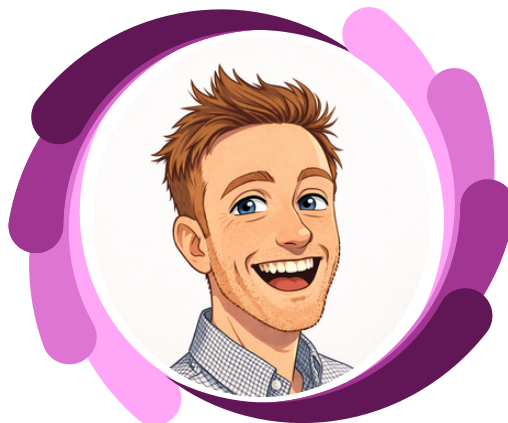
Most importantly, it ensures that the subtle, meaningful progress made by pupils in a Resource Base is recognised, recorded and valued - both developmentally and statutorily.



About the Author

Stephen Kilgour

Stephen has been working in education for over 20 years. He began his journey working in mainstream primary schools in the north of England before moving to a specialist school in London. He worked there for 11 years and was the Deputy Head teacher and Early Years Lead for 7 years. He is now an Education Advisor, working for Tapestry, where he provides support to childminders, nurseries and schools. The main focus of his work is about adapting provision based on child-centred assessment.



For More Helpful Resources

Educational Resources

education.tapestry.info



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