

Guidance for SENDCo's on additional appendices

When a child or young person experiences persistent difficulties, APDR cycles should be completed and recorded by the SENDCO **and** the person who knows the child best / has oversight for the child or young person's well-being and progress. For example, in a primary school this may be the class teacher, in a secondary school this could be a form tutor, year head etc and where possible parents and carers. This information is likely to form part of the evidence trail if seeking support from outside agencies.

The information should be captured and shared when making support requests and referrals to external services. For example, this could include consultations with the Educational Psychology Service, Learning Behaviour Team, Autism and Social Communication Team, Fair access, Speech and Language Therapists, Physiotherapy, Occupational Health, Children and Adolescent Mental Health Service, and other services such as Early Help if there is a holistic family support need.

Reviewing is a fundamentally important part of the graduated response process. In addition to evaluating impact of interventions and identifying potential areas for development, a key principle that underpins the review phase of the graduated approach cycle is developing a greater understanding of the young person you are working with.

For children who are not on the SEN register:

The following questions are a prompt designed to help facilitate your discussions with teachers and key members of staff when intervention during an APDR cycle has not resulted in the hoped for progress.

If little or no progress has been made, the following additional areas should be explored:

Developing a holistic view of the child:

- How did the child or young person respond to the additional support which was put into place?
- How has your understanding of the child or young person, in terms of their strengths and needs, increased as a result of the actions that have been implemented?
- Are there any other areas which need to be taken into account or explored further?
- What is the reasoning behind any decision to amend the plan or its objectives, or to continue as they were?
- Have you kept the APDR process child centred – and sought to gain the views of the child at every opportunity?

Operational Issues

- Was the assessment tool used appropriate to capture the changes?
- Did any implementation issues have an effect on the child or young person's ability to access interventions and support?
- Are there any other factors which may be impacting on the child or young person's ability to self-regulate and learn?
- Consider whether there will need to be a change of intervention or delivery. Adapt the plan or delivery accordingly.
- What is the child or young person's view of their progress? Find out what they would like to work on next.
- Have you met with child or young person and parents to share progress and agree new targets.
- If further support is needed, begin the next phase of the [Assess, plan, do, review](#) cycle, as appropriate.

The next cycle should be recorded on the **APDR template** by the class teacher.

Additional information should be recorded on the **SENCo reflection document** to inform future decision making.

Additional appendices: information for SENCOs working with children on the SEN Register

The additional appendices provide space to record and reflect a deeper insight of the child or young person and should be completed if the child or young person continues to require additional support that is significantly differently from their peers. Over time this section should demonstrate a growing understanding of the child's needs and clearly document the setting of appropriate targets, a clear record of additional intervention and the impact that this has made. Parent carers and the child should be active participants in all stages of this process.

Appendices should be completed on a need led basis, over time.

The information captured should be shared when making support requests and referrals to external services. For example, this could include consultations with the Educational Psychology Service, Learning Behaviour Team, Autism and Social Communication Team, Fair access, Speech and Language Therapists, Physiotherapy, Occupational Health, Children and Adolescent Mental Health Service, and other services such as Early Help if there is a holistic family support need.

Should a higher level of support be needed over a longer period of time, the information gathered within the appendices may also be used to support an EHCNA request.

The Assess, Plan, Do Review Cycle: prompts for SENCOs

At the SEND support level:

APDR planning and review should be completed by the SENCO **and** the person who knows the child best / has oversight for the child or young person's well-being and progress. For example, in a primary school this may be the class teacher, in a secondary school this could be a form tutor, year head etc. This information is likely to form part of the evidence trail if seeking support from outside agencies.

Assess

- Is the quality of information that been gathered from child or young person, staff and parent carers regarding their needs and strengths sufficient to inform intervention? How has this been completed over the cycle- through observations, 1:1 work, attainment tracking and consultation with parent carers?
- What information has an observation of the child or young person given you?
- What do the child or young person's work samples tell you?
- What information has standardised/ criterion/teacher assessment of the child or young person given you?
- What does [quality first teaching](#) look like for the child or young person? What adaptations have been made? How has classroom practice been adapted to promote the child or young person engagement?
- What learning approaches best suit the child or young person's learning style? How does the child or young person learn best?
- What is the child or young person's attitude to learning?
- How does the child or young person respond to different subjects or adults?
- What methods of adaptive teaching and techniques have been successful? What strategies and information have been used and what impact has been recorded?
- What are the child or young person's views? What do they think works well for them? What are the parents' views? What strategies do they use at home to support their child?
- Are there any social, sensory and emotional barriers to learning?
- Has outside agency advice been sought? If so, what advice was given, was the advice followed? What was the impact?

- Are there any areas, which may impact on the child or young person's learning? For example, the ability to regulate emotions and behaviours, that you have not yet explored.

Plan

- How will you further explore and prioritise target area(s) of need that have been identified through the assessment process? Do the pre-existing targets need to be adapted to make them achievable?
- How will you communicate and work with the child or young person, their parent carers and other adults to provide consistency of approach and build upon their existing strengths?
- What resources will you need to provide support for the child and young person? How can these also be used to build upon their strengths? What resources do you already have that could be useful? Are all staff aware of the resources and how to access them?
- Are there any staff training needs? Consider those of support staff that may interact with the child or young person. Think about staff deployment including appropriate training and the quality of working relationships with child or young person. Do interventions need to be modelled?
- Be clear about who will have ownership of and responsibility for delivering the plan. How will the planning be recorded? Ensure all planning focuses on measurable outcomes. All planning should be *Specific, Measurable, Attainable, Realistic, Time limited (SMART)*. Targets should factor in developing the child's independent use of strategies to overcome barriers to learning.
- How have the plans been developed and shared with the child, young person and their parent carer? How will they be involved in reviewing the plans and progress that is made?
- How will progress be measured? Consider holistic progress including that of the child or young person's social and emotional development as well as academic progress. Agree a review date and who will be responsible for arranging this.
- Refer to outside [agencies](#) as appropriate. Be aware of waiting times. How will you continue to support the child / young person whilst seeking external advice?

Do

- How will you ensure that the key people involved in implementing the **agreed** action plan will do so? Can you check in on progress one week on after the plan was agreed and at regular intervals?
- Who will take responsibility for implementing the plan on a daily basis?
- How will you ensure that the person who takes responsibility has the ability to monitor the quality and effectiveness of interventions?

- Can you provide any templates or frameworks that they can use to gather information or evidence in relation to the agreed plan outcomes?
- Are you able to schedule time for them to come and talk to you/seek advice when needed? Are they aware that they can do this?
- How can you work together to ensure the child or young person and their parent carer understands the plan and has an active role in its implementation throughout?
- Can you enable key people to observe sessions or interventions and provide feedback to ensure agreed strategies are implemented effectively, sensitively and confidently?
- How will you ensure all staff are aware of the agreed plan and are adhering to any changes or implications for practice?
- How will the skills learnt in any groups or 1:1 sessions be transferred into classroom work and real-life situations?
- Have you planned in opportunities to enable the child or young person to practice and establish skills in class and at break?
- What advice has recently been offered by outside agencies? How has this been used to inform provision?
- Use a completed costed provision map.

Review

- How has your understanding of the child in terms of their strengths and needs, increased as a result of the actions that have been implemented?
- Are there any other areas which you need to explore further?
- What is the reasoning behind any decision to amend the plan or its objectives, or to continue as they were?
- Have you evaluated the measures agreed at the planning stage?
- Consider repeating the initial assessment so provide data to measure progress.
- Has the child or young person made progress? What is the child or young person's view and understanding of their progress?
- Build on strengths: What went well? What made a difference? Consider the strategies, teaching, scaffolding and quality of interactions between key adults and the child or young person.
- Reflect: Was the support agreed implemented effectively and consistently?

If little or no progress has been made, consider:

- Was the assessment tool used to capture changes appropriate?
- Quality assuring the provision delivery: Did any implementation issues have an effect on the child or young person's ability to access interventions and support?

- Are there any training needs which have been identified related to delivering adaptations or interventions effectively? How will these be addressed?
- Are there any other factors which may be impacting on the child or young person's ability to self-regulate and learn?
- Build up a richer picture: What further assessment would be helpful? Consider recording information on the [Interactive Factors Framework](#) to develop a comprehensive understanding of the child or young person.
- Consider whether there will need to be a change of intervention or delivery. Adapt the plan or delivery accordingly.
- Consider whether referral to outside agencies would be useful.
- What is the child or young person's view of their progress? Find out what they would like to work on next.
- Meet with child and parents to share progress and agree new targets.

If further support is needed, begin the next phase of the [Assess, plan, do, review](#) cycle.