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God teaches us we are all equal, valued and unique. We are a small rural school with deeply

held Christian values which motivate and inspire us to provide a rich and diverse education. "I have come that they may have life and have it to the full." John 10:10.

Love: **1 Corinthians 13:4-7** It is integral in all our decision-making. This equips our children for all aspects in life, as they grow and reach their full potential.

Trust: Isaiah 26:4 It encourages the whole school to work together for the mutual benefit of all, promoting an excellent working relationship

Peace: Thessalonians 5:13 It helps us to respect each other, recognising all opinions to provide a safe and inclusive learning environment that encourages discussion of all ideas, so promoting a deeper understanding of each other and the wider world.

Friendship: Luke **6:31** We constantly strive to build and foster the positive relationships so providing a safe and caring environment in which to learn.

Creativity: Romans 12:6 Each one of us has a unique talent, we all have inherent creativity, and we actively encourage this in all aspects of school life.

This policy was created by the school's SENDCo and staff in liaison with the SEN Governor and parents of pupils with SEND. It complies with the statutory guidance laid out in the SEND Code of Practice: 0-25 (2015) and has also been written with reference to the following documents:

- The Equality Act (2010).
- The Children and Families Act (2014).
- Teachers' Standards (2021).



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Introduction

This guidance is designed to support the decision making for pupils at Petersfield Primary School in identifying whether they have Special Educational Needs and/or disabilities (SEND) and what actions should be taken to ensure appropriate provision is in place to support them. It describes the process that should be followed by all staff when assessing pupils' needs, planning effective provision, implementing adaptive practice and evidence-based interventions, and reviewing the impact.

Special Educational Needs and Special Educational Provision

The definition of **Special Educational Needs** is stated as follows:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age; or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

Special Educational Provision is described as:

"[...] educational or training provision that is **additional to or different from** that made generally for other children or young people of the same age by mainstream schools."

SEND Code of Practice: 0-25 years, 2015, p15-16

Creating the right learning environment for all pupils

As an inclusive school, we aim to remove barriers to learning and participation for all pupils, provide an education that is appropriate to all pupils' needs and promote high standards and the fulfilment of potential for all pupils. This means developing positive relationships, ensuring all pupils can access the best possible teaching and adopting a positive and proactive approach to behaviour.

Knowing our pupils and understanding their needs

Building ongoing, holistic knowledge of and fostering meaningful relationships with our pupils is key. This includes regular and purposeful assessment and seeking input from parents and carers as well as the pupil themselves and specialist professionals when required.

'Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances.' SEND Code of Practice: 2015 [6.16]

Ensuring all pupils have access to high-quality teaching

Good teaching for pupils with SEND is good teaching for all. This involves employing a range of strategies that can be used flexibly in response to the needs of all pupils, including but not limited to:

- explicit instruction
- scaffolding
- cognitive and metacognitive strategies



- flexible grouping
- using technology.

Ensuring every teacher delivers high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.

'High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people ... Special educational provision is underpinned by high quality teaching and is compromised by anything less.'

SEND Code of Practice: 2015 [1.24]

'The first response to such progress should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENDCO, should assess whether the child has SEN.' **SEND**

Code of Practice: 2015 [6.17]

Identifying Special Educational Needs

When identifying and supporting pupils with SEN, The SEND Code of Practice (2015) and the Teachers' Standards (2021) clearly set out the expectations for all teachers to be responsible for all the learners in their class. This includes the need to set high expectations for all pupils, promote the progress and attainment for all pupils, plan for the learning of all pupils and know how to adapt their teaching to support the strengths and needs of all pupils.

As pupils progress through different environments and experiences, the complexity of their needs will change over time. Some pupils might not have SEN to begin with but will develop SEN as they mature. Other pupils who are considered to have SEN at the beginning of their lives will no longer have these needs later in life.

Crucially, it is imperative that we can distinguish between SEN and other factors which may be impacting on a pupil's ability to make *'less than expected progress given their age and individual circumstances'*.

What is 'less than expected progress'?

This is progress which:

- is significantly slower than that of their peers starting from the same baseline.
- fails to match or better the pupil's previous rate of progress.
- fails to close the attainment gap between the pupil and their peers.
- widens the attainment gap.

Also consider whether there is lack of progress or development in areas other than attainment that may also be causing concern.

Progress can be measured against:

- the Early Learning Goals in the Foundation Stage.
- National Curriculum age-related expectations, particularly in English and maths.
- results from statutory and teacher assessments.

Teachers should ensure that they have gathered both pupil and parent/carer voice.

What provision is already in place for the pupil?

If progress is less than expected, the teacher must consider what the impact is of high-quality teaching and/or any specific support including adaptive learning and/or intervention?

The teacher should therefore ask themselves the following questions:



- What high quality, adaptive learning have I planned and implemented? For how long?
- How does the pupil respond to this and what is the impact?
- Are any specific interventions or any other support in place targeting the identified area(s) of weakness? For how long? What is the impact?
- What adaptive learning is in place? For how long? What is the impact?
- What strategies from Cambridgeshire's Ordinarily Available Provision (OAP) toolkit have been used? For how long? What is the impact?

What other factors could be impacting on a pupil's progress?

If progress **continues** to be less than expected, before considering whether the pupil has SEN, the teacher must first explore any other contributory factors for delayed progress and or development, including:

- the quality of teaching and learning in class.
- attendance.
- the need for pastoral support (including any social care or health needs).
- specific personal circumstances impacting on the ability to learn and thrive in our school.

More detail on contributory factors can be found in the SEND identification flowchart on the following page.

At what point should a pupil be considered to have SEN and placed on the SEN register?

Whether a pupil is placed on the SEN register or not is determined by their individual learning needs, not the presence or absence of a diagnosis. For example, a pupil diagnosed as autistic will not need to be placed on the register if their needs are met through ordinarily available provision. A pupil diagnosed with dyslexia is likely to have their needs met through accessible classroom (dyslexia friendly) practice. If a pupil is receiving provision that is additional to and different from ordinarily available provision, they will be placed on the SEN register regardless of whether they have a diagnosis.

All pupils with an Education, Health and Care Plan (EHCP) will automatically be placed on the SEN register so that progress towards outcomes can be closely monitored.

If all other factors have been considered and eliminated, reflection on which of the categories of SEN in the four broad areas of need should be allocated to the pupil in relation to their needs before placing them on the SEN register. The SENDCo will support the decision-making process following discussions which will have taken place at least termly with teachers.



SEN identification flowchart

Petersfield Primary School SEND Identification Flowchart



Has the teacher spoken with the pupil and gained result voice?

Has the teacher discussed their concerns with parents/carers?

- Does the pupil appear to be making less than expected progress? This is progress which:
 - is significantly slower than that of their peers starting from the same baseline.
 - fails to match or better the pupil's previous rate of progress.
 - fails to close the attainment gap between the pupil and their peers.
 - widens the attainment gap.
- Is there lack of progress or development in areas other than attainment may also be causing concern?

- Progress measured against:
 - the Early Learning Goals in the Foundation Stage
 - National Curriculum agerelated expectations, particularly in English and maths.
- Results from statutory and teacher assessments.
- How does the pupil respond to high quality, adaptive and differentiated teaching or support targeting the identified area(s) of weakness?
 - What differentiation is in place? For how long?
 - What interventions are in place? For how long?
- What strategies from the OAP toolkit have been used?
- What is the IMPACT?

- What is the impact of highquality teaching?
- What is the impact of any specific support including differentiation and/or intervention?

conservation must also be given to any disability under the Equality Act 2010 and any reasonable adjustments necessary to support the learning and development, including any provision of auxiliary

If progress continues to be less than expected, before considering whether the pupil has SEN, staff must first explore any other contributory factors for delayed progress and/or development, including:

- The quality of teaching and learning in class.
- Attendance.
- The need for pastoral support (including any social care or health needs).
- Specific personal circumstances impacting on the ability to learn and thrive in our school.

If all other factors have been considered and eliminated, reflection on which of the categories of SEN in the four broad areas of need should be allocated to the pupil in relation to their needs before placing them on the SEN register.

COMMUNICATION AND INTERACTION (C&I):

including Speech, Language and Communication Needs (SLCN): Autistic Spectrum (ASD) COGNITION AND LEARNING (CSL):

Including Specific Learning Difficulties (SpLD) such as dystexta, dyscalculla and dyspraxia; Moderate Learning Difficulty (MLD); Sewere Learning Difficulty (SLD); and Profound and Multiple Learning Difficulty (PMLD)

SOCIAL, EMOTIONAL AND MENTAL HEALTH (SEMH):

including behaviour difficulties and recognised disorders such as Attention Deficit and Hyperactive Disorder (ADHD); Attention Deficit Disorder (ADD); Attachment Disorder, other mental health problems etc.

SENSORY AND/OR PHYSICAL NEEDS N(SSPN): including Hearing Impairment (HI); Visual Impairment (VI); Multi-sensory Impairment (MSI); Physical Disability (PD) Other 'additional needs' might include:

- Medical needs
- Epilepsy
- Diabetes
- Down's Syndrome
- Cerebral Palsy
- Developmental Language Disorder
- Developmental co-ordination difficulties
- Fine and gross motor difficulties
- Specific Language Impairment
- SEMH issues such as anxiety, depression or bereavement

The Petersfield Primary School SEN Tracking Form should be completed and discussed at pupil progress meetings.



SEN tracking form

The teacher will use the SEN tracking form below as a checklist to prepare for pupil progress meetings and aid discussion with the SENDCo regarding a pupil's barriers to learning.

Petersfield Church of England Aided Primary School SEN Tracking Form

Name of pupil:		Date of any previous discussion at pupil progress meetings:
Teacher:	Year:	Class name:

Checklist (to be considered alongside APDR)	Evidence	Actions/comments/next steps
☐ Has the teacher spoken with the pupil to understand and capture their voice?	When and where is this recorded?	
☐ Has the teacher discussed their concerns with parents/carers?	When and where is this recorded?	
Does the teacher make special educational provision for this pupil that is additional to and different from their peers? How?	What provision is made, by whom, how often and for how long? Give specific examples. Intervention/resources and staff:	
How does the pupil respond to high quality, adaptive and differentiated teaching or support targeting the identified area(s) of weakness?		
☐ How does the teacher plan for the pupil's needs to be met?	Frequency/timing of delivery:	
	Expected learning/outcomes:	
	Arrangements for monitoring and feedback:	



Monitoring the progress of pupils placed on the SEN register

A SEN register should be a regularly reviewed dynamic document so that pupils are added or removed as their needs change. It is not always clear cut as to whether a pupil should be placed on the SEN register and the criteria differ from school to school.

The SEND Code of Practice states that *A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.* [6.15]

There are, however, groups of pupils who require different or additional provision who do not necessarily have SEN – for example, Pupil Premium, English as an additional language (EAL), looked after and previously looked after children, children known to social care, and children with disabilities or medical needs.

Equally, pupils with SEMH or physical and sensory needs who are achieving academically still need to be included on the SEN register to ensure all their needs are identified, considered and met.

For these reasons, there are three tiers to the Petersfield SEN register.

The tiers will include pupils with SEN, pupils with a diagnosis and pupils not achieving agerelated expectations.

The first tier, the SEND monitoring list, is where children are being monitored and assessed to identify if they should be placed on the SEND register. The SEND Identification Flowchart and SEND Tracking Form may be used.

The second tier is where the needs of the pupil are being met by the Ordinary Available Provision and High Quality Teaching. Pupils may have a one-page profile which lists all the OAP strategies and other provision in place.

Tier three is determined by whether the pupil requires provision that is 'different from or additional to' that of their peers so that they can access learning and engage in school. Here, the school will take action to remove barriers to learning and put effective special educational provision in place. This SEN support takes the form of a four-part Assess, Plan, Do, Review (APDR) cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. When identified, a pupil will begin the APDR cycle. This is different to provision mapping practice: APDR is a cyclical process of ongoing assessment, planning, intervention and review, while provision mapping is a tool that outlines the specific support and resources allocated to all pupils within a class.

Additional support strategies for HQT





Welcome to the Cambridgeshire Special Education Needs and Disabilities Support, Ordinary Available Provision Toolkit. Also known as the SEND OAP Toolkit.

















Ordinary Available Provision toolkit

- 1. Where reports from a specialist teacher has been received, convert the PDF to a Word format and a) write all outcomes and impact directly on the document under each target and b) transfer the targets directly to the APDR proforma so that they can be monitored.
- 2. Once signed by parents/carers, the teacher will scan the APDR proforma and save to the pupil's folder with the following format: APDR signed/term/pupil name/date. The teacher will keep a hard copy in the classroom so that it can be annotated with notes and dates relating to each target on an ongoing basis.
- 3. The teacher will review targets with pupils and parents/carers on a termly basis or when the target has been achieved, whichever is sooner. Any new target will be written which will either build on the progress of the previous one or focus on a different area of learning need.
- 4. Once signed by parents/carers, the teacher will scan the updated APDR document and save to the pupil's folder with the following format: APDR review signed/term/pupil name/date. The teacher will keep a hard copy in the classroom so that it can be annotated with notes and dates relating to each target.
- 5. At the end of the academic year, a scan of all hard copies will be added to the pupil's digital file and the original copies added to their paper folder.

One-page profiles

If the current provision is successful without the need for APDR, or if after several cycles of APDR, progress is sufficient and no further cycles are needed, a one-page profile may be created for ongoing recognition of universal strategies that are needed as key support to overcome any barriers to learning. This will outline the pupil's needs and support strategies as well as provide 'at-a-glance' information for other colleagues and staff such as supply or peripatetic teachers. The teacher should use the Cambridgeshire OAP Toolkit to identify the key supporting strategies that should be recorded on the one-page profile. It should cover:

- information about the nature, extent and context of the pupil's SEN.
- the pupil's strengths and difficulties.
- their likes, dislikes and aspirations.
- what people like and admire about them.



- what's important to them.
- how best to support them.

The teacher will meet with pupils and parents/carers either at the beginning of the school year or following a pupil progress meeting to discuss and agree the content. The one-page profile will be changed only once a year, or if a significant amendment is required.

•‡•		
Name:		Year: 2025-2026
Class: Class		Teacher: Teacher
	ASS	ESS
	One Pag	e Profile
SEND Nature, extent an		Assessment Any assessment or external agency support
Strengths	Challenges	Dislikes Provision that has been unsuccessful
	What people	love about me
Му Норе а	nd Wishes	Things I love
	The best way	to support me

The APDR process

APDR process for pupils with EHCPs

Every school must make sure that all the special educational provision specified in Section F of an EHCP is delivered. This is a legal duty, set out in section 42(2) of the Children and Families Act 2014.

Petersfield Primary School uses the APDR process for pupils with EHCPs to support the Annual Review process and to monitor that the correct provision is in place for them. It is essential that teachers continuously reflect on how the provision detailed in Section F is being implemented within the classroom. This may be in-class provision from the teacher or a supporting adult, or it may be provided through an out-of-class intervention. The teacher must ensure that they are aware of all interventions taking place, including considering how the outcomes discussed as part of the APDR process can be applied within the classroom. It is therefore imperative that the impact and outcomes of strategies are discussed and recorded in detail.

The teacher will meet with parents/carers three times a year, usually at a longer session during parents/teacher consultations.

Before meeting with parents/carers regarding their children, the teacher will re-read sections A to D of the pupil's EHCP, then print out and enlarge Section E and F to A3 to facilitate discussion regarding which of the objectives will be the focus of the upcoming term (see example below). All outcomes should be covered at least twice over the course of an academic year.



Section E & F: Outcomes & Education Provision Required for Bill

This section sets out the outcomes and education provision that have been identified

All outcomes sought	Timescales to achieve	Date of review
Outcome 1: Bill recognises when his emotions are escalating, and is using learned strategies to self-regulate as measured by a reduction in dysregulated behaviours.	By the end of Key Stage 2	Annual Review
Outcome 2: Bill engages in adult- directed tasks and sustains his focus for 10 minutes to a level whereby he is completing tasks.	By the end of Key Stage 2	Annual Review
Outcome 3: Bill is producing coherent paragraphs of writing which express his ideas in written form.	By the end of Key Stage 2	Annual Review
Outcome 4: Bill is identifying his strengths and is attempting tasks that he perceives to be challenging.	By the end of Key Stage 2	Annual Review
Outcome 5: Bill is independently negotiating and cooperating in play with one other child.	By the end of Key Stage 2	Annual Review

Section E with highlighted agreed objectives

Section F should be legibly annotated with provision being made and any actions agreed during the APDR meeting. This information should be transferred onto the <u>APDR proforma</u> ensuring that all targets are relevant to the EHCP outcomes and achievable within a six-to-twelve-week period.

Section F should be kept securely in the classroom and crucially, updated with notes and dates during the term, ready for discussion at the next APDR meeting. See next page. The teacher will scan each term's Section F and save into the pupil's folder along with the APDR proforma with the following format: Sections E & F/term/pupil name/date.





Bill will have a high quality literacy intervention.	Adults working with Bill	30 mins, 3-5 times per week for a period of 6-12 weeks then reviewed.
Bill will have use of visual cues and memory aids to support with independent writing, such as task- breakdowns, word banks, writing frames, sentence starters, Clicker and talking tins. Adults to model the use of these before Bill is able to use them independently.	Adults working with Bill Tark breakdown Word banks Winding frames Sentence starts	there for each is writing tack is the prefers surface starter
Bill to be given the choice to present his work through alternative forms of recording		witing frames for foundation
		subjects.
(other than writing), such as diagrams, pictures, dictation, typing or verbal presentation, to match the learning objective.	Protures Typing	Add Add
Support for Bill to read written materials across the curriculum. Large pieces of text will be broken down for Bill so as not to appear overwhelming.	Copy and Sput up texts	we have used this when pract SATS reading pay
Provision to meet outcome 4:		
Develop Bill's confidence with regards to his learning by supporting him to monitor the progress he is making, emphasising his successes (in a way he is comfortable with), and ensuring sessions always start and end on achievable tasks where he can experience success.	Trusted adults	Embedded in all learning and 10 minutes daily to recognise successes.
A formal way for Bill to record and celebrate his achievements and share with the adults around him, for example through a scrapbook.	scrapbook of achievements	54.11.24 BUL
Strategies to support the development of skills relating to metacognition and self-directed learning e.g. Bill might be asked to rate using visual prompts how difficult he has found a task. In time he will be asked to anticipate before commencing a task how difficult it might be, how much! what type of support he will need, how long it might take and the	Adults working with Bill Develop cards with before and after scales. Thumbs up 5 4 Support needs	Embedded in all teaching we provided these a 8 ill strike them i before each tack the reviews what help he will nee Thumbs down 2

Section F with handwritten annotations



EHCP APDR process flowchart

Petersfield Primary School APDR for EHCPs Flowchart



ASSESS	☐ Gather a complete picture of the pupil through:
	pupil voice
	re-reading Sections A to D of their EHCP.
	Print out and enlarge Sections E and F to A3 size to facilitate
	recording and discussion.
	On an ongoing basis, highlight what provisions are already in
	place inside and outside of the classroom. Include dates. On an ongoing basis, make notes on the A3 document regarding
	frequency and impact of provision. Include dates.
	☐ Consider in advance of the meeting with parents/carers which
	objectives (at least two) should be the focus of the upcoming
- [term.
- (☐ Transpose key information onto the APDR proforma.
	Save to pupil's folder: Sections E & F/term/pupil name/date
	date to papir stolater, decisions e a ryteriny papir namey date
LAN	☐ Use the chosen long-term objectives in Section E to write between
	three and five achievable targets for a six-week timeframe.
DO	☐ For each target, detail the strategies, provision and intervention
	inside and outside of the classroom that will specifically support
	the pupil to achieve it.
	 Include high-quality teaching elements as well as strategies that
	are additional to and different from those employed with the
- /	pupil's peers.
	Agree targets with pupils and parents/carers, record their
\ .	comments and ensure they sign the APDR.
	Save to pupil's folder: APDR signed/term/pupil name/date
	Save to pupil's folder. AFOR signed/term/pupil flame/date
	use of APDR planning tool, Additional Support Strategies for HQT document
Make	and the OAP Toolkit for Assess, Plan and Do, as well as the EHCP
Make	
4	Povious transfer with quality and grounds /
4	Review targets with pupils and parents/carers three times per
4	year or when achieved, whichever is sooner.
Make VIEW	

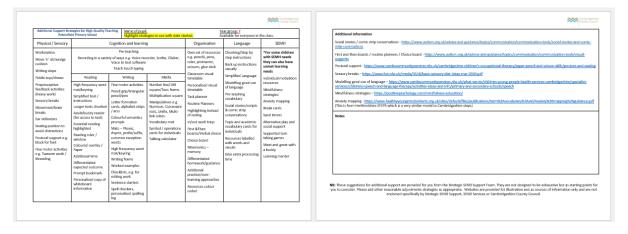


APDR process for pupils on SEN support

- 1. For those pupils with an APDR, the teacher will meet with pupils and parents/carers three times per year, plus a longer session at parents/teacher consultations to discuss the content. Before the meeting takes place, the teacher will gather a complete picture of pupil voice, the pupil's strengths, areas of concern, general relevant information, up-to-date data, high quality teaching strategies already in place, other support that is currently working in and out of class, approaches that have not had impact previously and three main areas of focus. This is the 'Assess' phase.
- 2. The teacher will scan this document if handwritten, or type up the information into a Word document and save to the pupil's folder with the following format: Assess/term/pupil name/date.
- 3. Using the <u>APDR proforma</u>, for each of the main areas of focus, the teacher will write a target that they feel is achievable for the pupil within a six-week timeframe. This is the '**Plan'** phase. Alongside this, the teacher will detail the strategies that they will employ to support the pupil to achieve each target. This is the '**Do'** phase. The teacher will save the typed copy into the pupil's folder with the following format: APDR/term/pupil name/date.
- 4. For the 'Assess, Plan, Do' phases, the teacher should use the APDR planning tool and Additional Support Strategies for HQT documents to support them. Cambridgeshire County Council has also developed the Ordinarily Available Provision Toolkit to help schools support pupils at SEN Support.



APDR planning tool





Completing the APDR proforma

As described previously, it is crucial to keep accurate and up-to-date records of pupils' progress towards achievable and measurable objectives along with the impact of high-quality adaptive teaching and any interventions. Not only will this enable purposeful planning to remove barriers to learning, but it will also provide evidence required for the submission of EHCNA requests if required. It is important to ensure that these are stored in each pupil's file.

At Petersfield, we use a 'rolling APDR proforma' which means that every term's assessment, planning, record of strategies and interventions, along with their review, are on the same document, with the most recent at the top.

Each term, prior to the APDR meeting taking place, the teacher will ensure that a header is placed between the previous and new targets, so that it is clear which term the information relates to.

If a strategy is working well, the teacher should ensure that it is in bold text. If a strategy works intermittently, it should be left non-bold with a comment in brackets qualifying in what circumstances it does work. If a strategy is not or ceases to be effective, it should be struck through to show that it has been tried. Remember that it takes time to change behaviour and so unless resulting in undesirable behaviour, the strategy should be in place for a minimum of six weeks.

APDR proforma



Name:		Yea	ır: 2025-2026	
Class: Class		Tea	cher: Teacher	

		ASSESS One Page Pro	£:1_	
		One rage Pro	THE	
Na	SEND Need ature, extent and context	of SEN	Any ass	Assessment ressment or external agency support
Strength	s	Challenges	Provisio	Dislikes on that has been unsuccessful
	-	What people love	about me	
	My Hope and Wish	es		Things I love
		The best way to su	pport me	
Assess - Effective	ongoing provision			
	ppropriate OAP optio	•	vision (OAP) th	at is in place and particularly effective:
Assess - External A	Agency Involvement			
	essional name, date			
Assess - Assessme	nt			
Assessment, date				
Assass - Parantal 9	Support and Signpos	tina		
Support, date and		sting		
		PLAN - APDR	Cyclo	
Teacher Review (d	comment & date)	Pupil Review (comme	•	Parent view (comment, date &
To be completed of cycle to be inser	after a cycle – new ted above so the s are at the top	Tupi Neview (comme	nt & dutey	signature)
PLAN – Baseline	PLAN - Target	DO (Who? What? When?	How often?\	REVIEW (outcome? continue? revise?)
e.g. Baseline 27 of 60 tested HFW known unknown words: you, they, it, can,	e.g. To learn to correctly spell 6 HFW and apply these in daily writing.	e.g. Daily Write Words at 8:50 (TA) - 5 minutes Daily application session (iduring handwriting 1pm with 5 minutes)	am with AN dictation) vith AN (TA) -	e.g. Fred successfully scored 6/6 daily from week 2 so we added 4 additional words – 2 per week (list of words) and he continued to achieve daily maximum scores. When checking in English hooks the words were checked to



SEN support APDR process flowchart

Petersfield Primary School APDR at SEN Support Flowchart



	III meet with pupils and parents/carers three times per year, including a at Parent/Teacher Consultations.
ASSESS	Gather a complete picture of: pupil voice the pupil's strengths areas of concern general relevant information up-to-date data high quality teaching strategies already in place other support that is currently working in and out of class approaches that have not had impact previously three main areas of focus.
	Save to pupil's folder: Assess/term/pupil name/date
PLAN	☐ For each area of focus, write an achievable target for a six-week timeframe.
DO	 □ For each target, detail the strategies inside and outside of the classroom that will specifically support the pupil to achieve it. □ Include high-quality teaching elements as well as strategies that are additional to and different from those employed with the pupil's peers. □ Agree targets with pupils and parents/carers.
	Save to pupil's folder: APDR signed/term/pupil name/date
	Make use of APDR planning tool, Additional Support Strategies for HQT document and the OAP Toolkit for Assess, Plan and Do.
REVIEW	Review targets with pupils and parents/carers three times per year or when achieved, whichever is sooner. Write a new target which will either build on the progress of the previous one or focus on a different area of learning need. Parent/carer will sign the APDR following your discussion.
	Scan and save to pupil's folder: APDR review signed/term/pupil name/date



SENDCo support

At each stage in the above APDR process, teachers are invited to seek advice from the SENDCo if required. The questions outlined in the SEN Register Monitoring flowchart (p.6) must have been considered and the SEN tracking form must have been completed before doing so.

Education, Health and Care Needs Assessment (EHCNA) requests

For those pupils with longer-term, more complex needs requiring more intensive and specialist support, an Education, Health and Care Needs Assessment (EHCNA) might be the next step. An EHCP can only be issued when Cambridgeshire LA determines a child needs the additional support of an EHCP after an EHCNA has been carried out. This process does not apply where there are only health or social care needs.

The SENDCo can request an EHCNA if the pupil has, or may have, SEN.

A parent/carer can equally request an EHCNA where they believe that their child has SEN, but school believes the pupil's needs can be met within the ordinarily available provision in class. The school will still complete the relevant pages of the request form, but parents must be informed that this will take a minimum of fifteen and twenty school days to return (not including holidays). Below is a suggested 'script' for teachers receiving paperwork requests:

Email or in person acknowledgement (document the date) aimed for within five school days "Thank you for submitting the referral form to us. I will aim to return the completed form to you within fifteen to twenty school days (not including holidays). This is so that we can make sure we gather as much accurate and up-to-date information as possible. I also need to make sure that the final copy is signed off by the SENDCo before returning it to you. All information explaining the timelines of different processes is available on our website in the document 'SEN Information Report'. A hard copy is available on reception."

The information and evidence already collated and recorded by teachers forms the backbone of an EHCNA request, which is why it is so important that it is accurate, detailed and clearly demonstrates impact (or not).

- 1. The SENDCo, following discussion and agreement with parents/carers, will begin to gather all the information required. This will involve:
 - the teacher completing much of the required information pertaining to the pupil's main difficulties acting as barriers to curriculum access and progress:
 - communication and interaction the nature, extent and context of the pupil's speech, language and communication needs and what intervention has been put in place to support them
 - cognition and learning approach to learning; progress; response to high quality, adaptive learning; whether external advice has been received and therefore implemented, along with its impact
 - social emotional and mental health pupil's behaviour and ability to regulate; selfesteem; known adverse childhood experiences (ACEs); friendships
 - o physical and sensory responses to the environment; sensory triggers
 - the teacher providing accurate and precise data (that is, not only ARE/WT) which enables a clear picture of any attainment gaps.
 - the teacher providing an up-to-date Provision Map and intervention record
 - the teacher providing at least two cycles of reviewed APDRs.
 - the teacher providing any other record, letters,



- the teacher securing pupil voice.
- 2. The SENDCo will complete the remaining paperwork with parent/carer input and any relevant information from external advisors. This may include but is not limited to:
 - Data from interventions (entry and exit data and impact on learning).
 - Reports from other professionals involved, including SEND Service, Speech and Language Therapy Team, Occupational Therapists etc.
 - Medical letters including any which provide a formal diagnosis.
 - Behaviour/incident logs.
 - A timetable of interventions and support demonstrating that at least £6,000 of school funding is being used to give support.
- 3. Once submitted to the Statutory Assessment Team (SAT), The Local Authority in the child's home county has six weeks to agree (or not) that an EHCNA will go ahead. If agreed, the pupil will be seen by an Educational Psychologist. Their report, along with all other evidence gathered by SAT will be submitted to a Panel and a decision will be made regarding whether the pupil will require an Education, Health and Care Plan (EHCP) or a SEN Support Plan. The latter is not legally binding like an EHCP and carries no additional funding.
- 4. The whole process, from receipt of an EHCNA request to publishing a Final EHCP should take no longer than 20 weeks.

Note, as at June 2025, Cambridgeshire Local Authority remain significantly behind the statutory timescales and EHCPs could take in excess of 70 weeks to finalise.



EHCNA process flowchart

Petersfield Primary School Education, Health and Care Plan (EHCNA) Request Flowchart



HE SUDDUIL	in place at school.
Step One	☐ The SENCo will meet with the pupil and parents/carers to talk
(#	through the EHCNA process.
	☐ The SENCo will begin to gather all the evidence required:
	They will provide the pupil's parents/carers with a
	section of the EHCNA form to complete. This can be
	done by the parents/carers and emailed or can be
	completed with the SENCo.
	☐ They will provide the pupil's teacher with a section of
	the EHCNA form to complete. This has been populated with questions which aim to support providing as
	comprehensive picture as possible of the pupil and
	their barriers to learning which includes:
	□ pupil views
	detailed information on each for the four
	broad areas of need
	accurate, precise and up-to-date data
	including whether progress has been made
	over a period of time.
	☐ The teacher will ensure that the APDR proforma is up to date and that it has been reviewed and saved into the pupil's folder.
1	did that it has been reviewed and safeta into the papir stolder.
tep Two	☐ The SENCo will amalgamate the information from teachers and parents/carers and complete the request form. ☐ They will include any relevant information from external advisors.
	parents/carers and complete the request form. They will include any relevant information from external advisors.
	parents/carers and complete the request form.
ep Three	parents/carers and complete the request form. They will include any relevant information from external advisors. The SENCo will email all paperwork to the Statutory Assessment
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ep Three tep Four	parents/carers and complete the request form. They will include any relevant information from external advisors. The SENCo will email all paperwork to the Statutory Assessment Team (SAT). Cambridgeshire LA has six weeks to decide whether to agree to an assessment by an Educational Psychologist (EP). If an assessment is agreed, the pupil will be seen by an EP. Their report, alongside all other evidence gathered by SAT, will be submitted to a Panel. By week 16, a decision will be made regarding whether the pupil will require an EHCP or a SEN Support Plan. The latter is not legally binding like an EHCP and carries no additional funding.



Completing SEN paperwork

Teachers are regularly required to complete paperwork concerning pupils with SEND in their class. This is because they know these children better than anyone else and can provide a complete picture of the pupil's needs.

Referrals

The SENDCO's role is to co-ordinate the gathering of information rather than completing all paperwork themselves. This means that class teachers will be asked to fill in sections of different referral forms, predominantly because they have the best knowledge of their pupils.

Community Paediatrics referrals

The current referral form can be accessed directly here (15.06.25).

NB: please note that from January 2024, if there are no family or behavioural concerns, the Community Paediatrics team will no longer require routine completion of an Early Help Assessment (EHA) for school-age referrals.

The team is a small specialist medical service led by community paediatricians who see children with long-term complex physical health needs and those who need regular health monitoring for their underlying condition. The team also provides medical care to children with medical needs in special education schools as well as children in care.

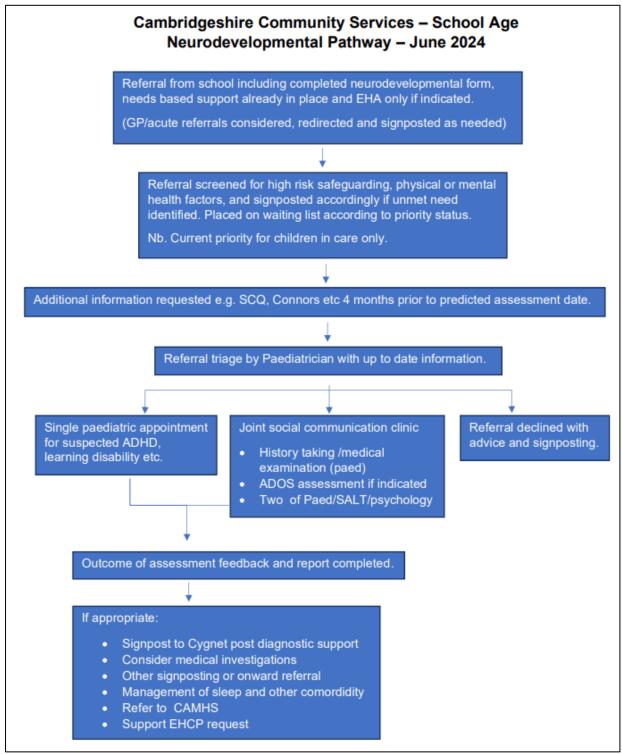
Schools can also submit a referral to the team to request a short-term assessment and potential diagnosis of neurodevelopmental conditions in children up to 11 years old, including:

- Social communication.
- Attention and hyperactivity out of keeping with developmental level.
- Medical assessment of a child who has a significant learning disability.
- Mixed neurodevelopmental difficulties which are complex/overlapping and affecting a child's function in school.

When the SENDCo, following discussions with the parents/carers, has made the decision to refer a pupil to this service, the teacher will be asked to complete the school concerns section of the referral form. In Cambridgeshire, this will include providing information regarding:

- Communication skills.
- Interaction with peers.
- Attention and concentration.
- Behaviour.
- Unusual interests and routines.
- Sensory issues.
- Mental health and emotional wellbeing.
- General health.
- A description of the current support and strategies being implemented in school and the impact of these, including any advice from external agencies.
- Academic attainment.
- Whether the pupil is spending time outside the classroom on a regular basis.
- Attendance information.
- Any other relevant information (e.g. home setting, bereavement etc.).





The current referral pathway document is available here (15.06.25).

The format or focus of questions may differ depending on which county the pupil lives in. The teacher should complete this within ten school days following receipt from the SENDCo. The electronic version of the form should be used wherever possible.

If the teacher receives the referral form directly from the parent/carer as a hard copy, they should confirm with the parent/carer the school policy of aiming to return the paperwork within fifteen to twenty school days following receipt.



Below is a suggested 'script' for teachers receiving paperwork requests:

Email or in person acknowledgement (document the date) aimed for within five school days "Thank you for submitting the referral form to us. I will aim to return the completed form to you within fifteen to twenty school days (not including holidays). This is so that we can make sure we gather as much accurate and up-to-date information as possible. I also need to make sure that the final copy is signed off by the SENDCo before returning it to you. All information explaining the timelines of different processes is available on our website in the document 'SEN Information Report'. A hard copy is available on reception."

The teacher should then make a copy of the form on which to draft the response. They should then notify the SENDCo of receipt of the referral form by email, ensuring no personal or identifying information is included. Once the teacher has completed the referral form, they should discuss the draft content with the SENDCo before returning the final form to the parent/carer. The teacher will scan or save the completed referral form (depending on whether they received a hard or electronic copy) and save it into the pupil's folder with the following format: Comms paeds referral/pupil name/date.

The cut-off date for Year 6 referrals is the end of the spring term. After this time, referrals should be sent directly to YOUnited using the process below.

YOUnited referrals

The current referral form can be accessed directly here (15.05.24).

NB: please note that from January 2024, if there are no family or behavioural concerns, the team will no longer require routine completion of an Early Help Assessment (EHA) for schoolage referrals.

Schools of pupils living in Cambridgeshire and can submit a referral to YOUnited to request a short-term assessment and potential diagnosis of neurodevelopmental conditions in Year 6 pupils from the beginning of the summer term each year. This is because YOUnited work with secondary-age pupils rather than primary.

The SENDCo and teachers will follow the process outlined in the previous section.







Cambs & Peterborough Neurodevelopmental Pathway

Please note: Referrals for primary-age children in Cambridge, Huntingdon & Fenland should be made to Cambridgeshire Community Service's community paediatricians



What is the Neurodevelopmental Pathway?

This pathway highlights the process where families or professionals suspect that a young person may be neurodiverse and would like to refer for an assessment (and possible diagnosis) of Autism Spectrum Disorder (ASD) or Attention Deficit Hyperactivity Disorder (ADHD). It is important to remember that support and intervention for neurodiverse young people should be needs-based and not dependent on a diagnosis. This process is long with waiting times of over a year in most cases. Families should be encouraged to access support from all other available resources in the meantime. Scan the adjacent QR code for more information on these resources:



What is needed for the Neurodevelopmental Pathway?

A Neurodevelopmental Referral Form needs to be completed by your child's school (or another professional). It can be accessed via the website at www.cpft.nhs.uk/how-to-refer or by scanning the QR code below

A Childhood Developmental Questionnaire should be completed by parent or carer. If you don't have access to this document, please download directly from the YOUnited website at www.cpft.nhs.uk/how-to-refer or scan the QR code

Information from your child's school to evidence that they have been supporting them to try to manage their symptoms. This is best captured by school using a graduated response, following a clear cycle of "Assess, Plan, Do, Review".

Useful Links

Scan the QR CODE below for a link to the referral form. It is crucial all information is filled out.

Incomplete forms will not be screened.

It is recommended that school complete the form so all information needed is submitted. If the young person is not in school, you can approach your local GP or any professional working with family.

Referral Form



Neurodevelopmental Childhood Developmental Questionnaire





www.cpft.nhs.uk/younited



Cambridgshire & Peterborough Neurodevelopmental Pathway

You have concerns that a young person has neurodevelopmental needs (ASD or ADHD).



Prior to referral, please implement and show evidence of a schoolbased support plan e.g. Assess, Plan, Do, Review. If there is a significant behavioural concern, we would expect parents to have accessed support prior to a neurodevelopmental referral being made.



Should the above approaches not reduce symptoms of concern, please complete the neurodevelopmental referral form with a professional and submit to YOUnited with attached evidence of APDR and Childhood Developmental Questionnaire.



Referral received by YOUnited Hub and screened for pathway documents. Team will check forms are completed fully and all documentation is included, including consent where required.



Enough Evidence

Primary school age in Peterborough: referral sent to Community Paediatricians for General Developmental Assessment.

Secondary school age: referral sent to CAMHS Neurodevelopmental Team.



Not Enough Evidence

Referral closed to YOUnited.

Should there be separate mental health concerns, please complete a mental health referral form and submit to YOUnited.

Ver 4.0 Apr 25

The current referral pathway document can be accessed here (15.06.25).



Early Support Pathway

The Early Support Pathway is a multi-disciplinary approach to meeting the individual needs of children who have a disability or significant and complex additional needs. Specialist Services who are part of the Early Support Pathway include Paediatricians, Speech and Language Therapists, Specialist Teachers, Specialist Practitioners, Health Visitors, Physiotherapists and Child and Family Centre Managers.

Early Support in Cambridgeshire uses the Think Family approach to support children and their families. This approach ensures there is:

- one thorough family assessment using the Early Help Assessment.
- one family support plan, which is developed and reviewed by parents and professionals together at multi-agency Team Around the Family meetings. This enables services to co-ordinate support and avoids duplication
- one lead professional; chosen by the family. This can be any professional working
 with the child. The Lead Professional provides a first point of contact for the family
 and supports the planning and coordination of services.

Services involved in Early Support

Early Support brings together a number of different services to provide a joined-up approach to supporting your child's needs.

SEND Service 0-25

If a child is part of Early Support, the SEND Service 0-25 team may be involved as part of the support offered. This team supports children with significant and complex additional needs and their families. It consists of specialist teachers and practitioners, educational psychologists and sensory support services.

If a child has social communication difficulties, parents may be offered a place on one of their Social Communication, Interaction and Learning Skills (SCILS) courses. These seven-week courses for parents are run by SEND specialists and cover topics including understanding communication difficulties, developing communication skills, understanding play, using visuals and behaviour. Details can be found in the local offer directory.

Children's Speech and Language Therapy

Speech and Language Therapists are employed by the NHS and are based in clinics as well as working in education settings. They work with children to assess their speech, language and communication difficulties. Parents can take their preschool children to an Early Advice session, which is a video consultation enabling you to discuss your concerns with a Speech and Language Therapist. They will advise on next steps for the child during the appointment.

Children's Occupational Therapy

Children's Occupational Therapists and Therapy Assistants see children at home, in school or in a clinic setting and work across both health and social care. Their role is to help children and young people participate in normal everyday activities such as play, participation in school/nursery and manage personal care. They can also give advice on how to adapt environments to help make them safe and accessible. They can also provide advice on how to manage sensory needs. Advice can be obtained from them on their helpline 0300 029 5050 (Option 3).



Community Paediatric Team

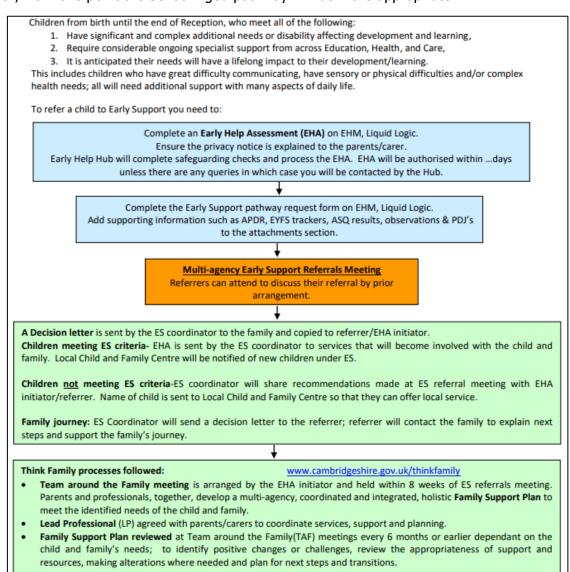
Community Paediatricians will help understand a child's needs and will work with parents/carers to reach a conclusion that best describes their child's challenges and strengths. This will enable a family, as well as health, education and social care services to best understand and support their child's needs. Community Paediatricians may also refer the child to other health teams if they feel it is appropriate for their needs.

Child and Family Centres

Child and Family Centres may be able to offer groups or activities to attend with a child, including groups specifically designed to support children with SEND. They may be able to support parents/carers to manage difficult behaviours their child has through individual advice or group-based sessions.

Criteria for Early Support

NB: children in Reception will still be considered for Early Support until 1 May that academic year, from this point the School Aged pathway will be more appropriate.





Early Help Assessment (EHA)

The Early Help Assessment (EHA) is a holistic assessment of a family's strengths and needs. It assists when there are concerns around progress and additional support may be required. It should be used at the earliest opportunity to identify a plan to support the family and prevent needs escalating.

The EHA should:

- include all the children and young people in the household
- consider the strengths and needs of the family
- be completed with the family and only with their consent
- give the family a voice
- always be shared with the family once completed.

The Early Help Privacy Notice can be found here (15.06.25).

EHAs are generally completed within the <u>Early Help Module</u> (EHM) of Liquidlogic, but there is a Word document available along with a <u>prompt sheet</u>, which may be used during discussions with parents/carers.

Referral form process flowchart





Annual review forms

It is a statutory requirement for the provision in section F of an EHCP to be reviewed on an annual basis. An annual review meeting therefore takes place on or before the anniversary of when the EHCP was first issued and every 12 months thereafter. This should be attended by the parents/carers, class teacher, SENDCo and any other relevant professionals. The pupil should also be invited to attend at least part of the meeting.

There are two exceptions to this, the first being for Year 5 pupils as they are approaching a transfer between phases of education. Cambridgeshire SAT process all secondary placement requests for current Year 5 pupils with an EHCP during the summer holiday period. This means that the SENDCo will hold all Year 5 annual reviews in summer 2 to discuss the Year 7 placement as pupils with EHCPs do not follow the usual admissions process.

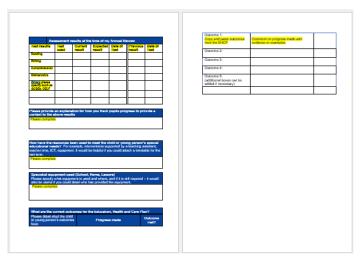
The second exception is when there has been a significant change in a pupil's needs or a new need has emerged that requires immediate attention; or there has been a significant change in a pupil's circumstances that will impact on their learning needs; or where the current EHCP is not meeting the pupil's needs. An emergency annual review will also be called if a pupil is at risk of permanent exclusion. Annual reviews may be delayed temporarily if awaiting an important report from an external practitioner.

The SENDCo will invite parents/carers and other individuals relevant to the review at least four weeks prior to the meeting. It is a statutory requirement that the SENDCo sends out a copy of the annual review paperwork with the school sections completed two weeks before the meeting. The teacher must therefore liaise with the SENDCo to check the intended date to ensure that the teacher section of the paperwork is ready in time for the SENDCo to send.

This section includes information on assessments; how the pupil's progress is tracked; how resources and equipment have been used to meet the pupil's special educational; and what progress has been made against the EHCP outcomes, along with evidence and/or examples. Information from the APDR proforma can be used to populate these sections.

The teacher must also capture pupil voice to record their thoughts on how they feel about the support they are receiving in a meaningful way – this is not a tick box exercise.

If the teacher does not attend the annual review, the SENDCo will update them regarding any actions which need to be taken as a result of the meeting.



Teacher section of the annual review paperwork



Individual and whole-class provision maps

A provision map is a tool which provides an overview of the range of provision, resources and support that our school makes available to our pupils. The SENDCo will use provision maps to monitor the level of interventions across the school and make strategic decisions about SEN provision.

'Provision maps are an efficient way of showing all the provision that the school makes which is additional to and different from that which is offered through the school's curriculum. The use of provision maps can help SENDCOs to maintain an overview of the programmes and interventions used with different groups of pupils and provide a basis for monitoring the levels of intervention.

'Provision management can be used strategically to develop special educational provision to match the assessed needs of pupils across the school, and to evaluate the impact of that provision on pupil progress. Used in this way provision management can also contribute to school improvement by identifying particular patterns of need and potential areas of development for teaching staff. It can help the school to develop the use of interventions that are effective and to remove those that are less so. It can support schools to improve their core offer for all pupils as the most effective approaches are adopted more widely across the school.'

SEND Code of Practice: 2015 [6.67 & 6.77]

The whole-class provision map records all needs in a class along with the additional strategies required as part of ordinarily available provision. It outlines all provision resources including any interventions, staff involved, frequency and duration and associated costs etc. along with baseline and exit data so that progress, impact and effectiveness can be measured.

Whereas whole-class provision mapping focuses on the overall strategies and resources available to all pupils within a class, individual provision mapping details the specific support and interventions tailored to a single pupil's unique needs. In essence, one maps the whole-class environment, the other maps a specific child's learning journey.

As with the APDR proforma, when reviewing a provision map, the teacher should check whether strategies used within interventions have now become part of adaptive approaches within high-quality teaching and learning.

Provision maps are useful to:

- develop provision that meets the needs of pupils.
- evaluate the impact of provision on pupil progress.
- demonstrate the evidence base for running interventions.
- decide which interventions are effective and worth continuing with (whether the time and resource invested are worth the outcome).

The teacher should bring their provision maps to termly pupil progress meetings to evidence the conclusions reached about different individual and groups of pupils in their class.

The differences between an individual provision map and an APDR proforma

APDR is a structured cycle used to support pupils with SEN by identifying what help is needed, putting it in place, and reviewing its impact. The cycle focuses on the process of understanding a pupil's needs, planning support, taking action and evaluating progress. It is ongoing and ensures that provision is regularly reviewed and adjusted to meet the pupil's changing needs. The APDR proforma records this.



An individual provision map on the other hand is a tool used to clearly record the specific support a pupil is receiving. It outlines what interventions are in place, who is delivering them, how often and what the intended outcomes are. It provides a snapshot of the pupil's support at a given time and is part of the evidence used within the APDR cycle.

The provision map is typically created during the 'Plan' stage of the APDR cycle to record the agreed support and is actively used during the 'Do' stage to guide the delivery of that support. This ensures that staff know what has been agreed and can implement it consistently. The map then informs the 'Review' stage by helping staff evaluate whether the support has had the intended impact.

In summary:

- APDR = the cycle of assessing needs, planning and delivering support and reviewing progress.
- Provision map = the record of the support planned and delivered, used especially during the Plan and Do stages of the APDR cycle.





Individual provision map

Whole-class provision map

Pupil progress forms

While not specific to pupils with SEN, pupil progress meetings are a useful way to discuss data collected while tracking and assessing pupils' progress. The teacher, Headteacher and SENDCo should use them to reflect on the progress individual pupils, or groups of pupils, have made throughout the term and identify any gaps in the provision or areas for improvement. The teacher can then plan next steps to improve attainment.

When scheduled to take place after termly data drops, the information gathered can also be useful in updating APDR proformas.

Prior to each pupil progress meeting, the teacher should ensure that alongside updated provision maps, they complete the <u>SEN tracking form</u> and <u>pupil progress template</u> (questions below) and consider the following groups:

- Pupils with high prior attainment (i.e. the most able).
- Pupils with low prior attainment who need to catch up.
- Pupils with SEN.
- Disadvantaged pupils (e.g. those who attract pupil premium funding).

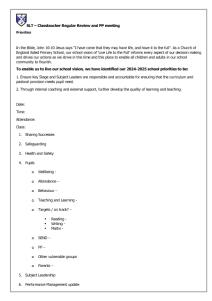
The teacher should consider the following questions:

- How is your class doing?
- What works well for your class?
- What are they doing well in?
- What has helped them do well?
- Is there a group that is particularly struggling?



- What is this group struggling with?
- What is the barrier to this group's learning?
- How did you identify this barrier?
- How can we provide support for that group?
- What teacher development can we provide to support you?
- Are there particular pupils that are doing really well?
- Why are they doing so well?
- Are there particular pupils that are struggling?
- Why are they struggling?
- What interventions have you introduced?
- How effective have they been?
- How are you adapting any interventions that haven't worked?
- What do you think you can change to facilitate learning?
- What can we do to help you change to facilitate learning?

The teacher also should bring along four to five case studies of pupils who either demonstrate any trends spotted, both positive and negative, or are causing particular concern due to insufficient progress.



Pupil progress template

MyConcern logs

Effective recording and case management of concerns are central to good safeguarding practice. It's essential that members of staff understand how to accurately record their concerns. It can help to prevent harm and neglect while protect the wellbeing, health and human rights of our pupils. MyConcern puts our pupils at the centre of all decisions and enables senior leaders to identify risks and trends before they escalate into more serious issues.

What to record

- Name of child.
- Body map, if appropriate.
- Involvement type (for example victim/perpetrator.
- Concern summary (brief outline).
- Who the concern will be sent to (who you want to have access to the concern, for example your safeguarding lead).



- Time and date of when the concern/incident first came to your notice.
- Origin of concern (the source of where the concern originated).
- Details of concern (be clear and accurate about what was observed, heard and/or disclosed, use their own words, people involved, witnesses, time and date incident took place, impact on the child, how they presented emotionally/physically, be clear if giving your own opinion).
- Location in which the incident took place.
- Tick if the concern is urgent.
- Action you took or intend to take (for example restorative conversation, protective and educational consequences and telephone call to parents).
- Add any attachments (for example a written account from a child).

How to record information

To effectively complete a MyConcern log, focus on clear, factual and comprehensive documentation of the concern, including all relevant details and actions taken. Ensure the log is easily understandable by others and kept confidential:

- Be clear and factual:
 - Use clear, simple language: avoid jargon or overly complex phrasing.
 - Be specific: Include dates, times, locations and names (avoid pronouns).
 - Differentiate between fact and opinion: clearly state what you observed and what your interpretation of the situation is.
 - o Include all details: the 'who, what, why, when, and where' of the concern.
 - Record direct quotes: if a pupil or staff member disclosed information, use their exact words.
 - o Be impartial: record what you observed, not your feelings or assumptions.
- Be comprehensive:
 - Provide context: explain the situation surrounding the concern.
 - Document actions taken: note any steps you've already taken to address the issue.
 - Record the outcome: note the result of any actions taken and decisions made.
 - Gather evidence: if appropriate, retain any physical evidence and consider if further evidence is needed.
- Be timely and organised:
 - Record concerns as soon as possible: the sooner you document, the more accurate the record will be.
 - Keep records up to date: ensure the log is current and reflects the latest developments.

Emotional Health and Wellbeing Service (EHWS)

The Emotional Health and Wellbeing Service (EHWS) comprises three separate teams, sitting under the Joint Venture between Cambridgeshire Community Services NHS Trust and Cambridgeshire and Peterborough NHS Foundation Trust. Staff are employed by both organisations. It is a multi-disciplinary team, with staff from a variety of professions, including School Nursing, Mental Health Nursing, Paediatric Nursing, Health Visiting, and Social Work. They work to support the professionals to support the emotional health and wellbeing of children and young people.

The EHWS covers Cambridgeshire and Peterborough and operates within the 'Getting Advice' and 'Getting Help' iThrive quadrants. The EHWS is led by a Clinical Lead (Clinical Psychologist) and supported by an Assistant Psychologist and Administrative Lead. In January 2021 a Service Manager also joined the growing service.



The team can be contacted via their duty email ccs.ehw@nhs.net (by professionals only) and if related to a particular child or young person, a conversation will be booked in, once verbal consent has been gained.

The team operates a duty system, offering telephone/MS TEAMS support to professionals from education settings (primary, secondary, colleges, and special schools) as well as other professionals such as General Practitioners and Social Care. Part of the Emotional Health and Wellbeing Practitioner (EHWP)'s role is to support professionals to 'system navigate' around the complex network of support available for children and young people with emotional and mental health needs. They work with professionals, to signpost, advise and support referrals to the wider emotional health and wellbeing services.

Currently, as well as operating the duty system, they also provide staff training to education establishments. This is currently in the form of self-directed learning packages along with a reflective session facilitated by an EHWP. They also offer staff support sessions for schools that need this.

The EHWP Team also started the Cambridgeshire Local Services Briefing webinars in April 2021. This is where local services who offer support to children, young people and families where there is a concern about a child's emotional wellbeing can share information about their service with a wide audience of professionals such as school staff, health workers, social care district workers and GPs.

SEN paperwork summary

One-page **Provision** Referrals **Profile** Мар **EHCP** APDR Updated on an Updated on a A SENCo's role is to Termly targets. End of key stage End of year annual basis. bring together termly basis. outcomes. outcomes. (co-ordinate) the Targets are either information Outlines the A tool providing End of key stage taken from the required for pupil's needs and an overview of Annual with clear outcomes from strategies and the range of Review/ECHP or outcomes based the EHCP are documentation provides 'at-aprovision, key areas of need. on reports from broken down including: glance' resources and Targets should professionals. further into end Referrals information for made available to aim to be Outcomes reflect of year targets. EHCNA other colleagues what pupils are achievable within a whole class and requests and staff. a 6-to-12-week Annual review working on by the These are written individual pupils paperwork end of the key period. by SENCo and/or with SEN. Sets out the stage. other FHA forms provision that is professionals and High-quality It is a snapshot embedded in It is therefore the teaching Outcomes are are based on the pupil's teaching practice class teacher's strategies, other broken down into progress made to support at a given for the pupil. responsibility to provision and smaller targets date. time and is part of have the required and fed into the additional the evidence used Created in knowledge and **Annual Review** interventions Targets feed into within the APDR conjunction with understanding of should be and APDR. APDR. cycle. all pupils with SEN the pupil and included. parents/carers. in their class. To be completed To be amended as To be completed annually with the as and when required/when frequently if needs change or pupil or more required, with transitioning to a preparation for pupil progress often when there regular, ongoing new key stage or monitoring in when needs are significant place

Linked documents

- Additional support strategies for HQT
- APDR planning tool
- APDR proforma
- EHA prompt sheet



- Individual provision map
- One-page profile
- Pupil progress template
- Whole-class provision map