

## Stage 1 : Initiate Assess, Plan, Do, Review (APDR)

*A whole setting approach to identifying need and removing barriers to learning*

### Assess

- Discussion with key staff in the educational setting to build profile of need
- Capture CYP and parent/carer views
- Gather and analyse assessment information, based on observations, current attainment, formal and informal assessments

### Plan

- Work together to create a time-limited support plan, utilising whole school approaches, high quality inclusive teaching and differentiation
- Use the categories of need descriptors to help inform planning

### Do

- Put in place the agreed adjustments, support and intervention, with the SENDCo supporting teachers with implementation, linking interventions to classroom teaching.
- Agree date of review

### Review

- Review the quality, effectiveness and impact of the provision, involving the CYP and their parent/carers

The APDR cycle then starts again with the updated information.

## Stage 2 : CYP making less than expected progress despite evidence based support and intervention

- Seek support from the Specialist Education or Psychology & Therapeutic Services Core Offer around individual CYP and whole setting approaches.
- Seek support for CYP and whole school approaches through a SEND Support Consultation. This could lead to a SENDCo Support visit to your school and/or an Educational Psychology Analysis of Additional Needs (AANT).
- Explore the SCC Traded Offer for training and additional support
- Refer to external agencies (e.g. Health, Mental Health, Early Help, Social Care)
- Consider an application for High Needs Funding

The APDR cycle then starts again with the updated information.

## Stage 3 : CYP needs a higher level of support and intervention

- Review the impact of interventions, continuing the cycle of APDR and involving the CYP and their parent/carers
- Review the impact of the SEND funding in place
- Consider a referral to the Specialist Education Services (SES Stage 3).
- Consider a request for an Education, Health and Care Needs Assessment

**For more information and resources, visit:**

[www.suffolklocaloffer.org.uk](http://www.suffolklocaloffer.org.uk)  
[www.sendgateway.org.uk](http://www.sendgateway.org.uk)  
[www.suffolksendiass.co.uk](http://www.suffolksendiass.co.uk)

[www.schoolschoice.org](http://www.schoolschoice.org)  
[SENDIASS Training](#)

[SEND Code of Practice](#)  
[www.nasen.org.uk](http://www.nasen.org.uk)  
[SCC Inclusion Referral Form](#)

*\*We have used CYP to indicate children and young people aged 0-25*