*Targets should always be agreed upon with the parents/carers and the child where they can engage, it is best practise to meet/speak with them before writing the APDR*

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| --- | --- | --- |
| Child’s Name: | Year Group: | Class: |
| Date: | Cycle: |  |
| Provision needed to meet this plan £  *Include Ordinarily Available Provision and anything over and above this* | | |

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| --- | --- |
| Areas of strength | Identify strengths against each area of the C.O.P and transferable skills e.g., resilience, and self-directed learning.  Strengths should be based on your assessment data and teacher views  APDR that acknowledge and build on students’ skills are likely to be more successful. |

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| Identified areas of need  *tick the area(s)that apply* | Cognition and Learning | Speech Language and Communication (incl. ASC) | Social Emotional and Mental Health | Sensory and Physical |

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| --- | --- | --- | --- |
| **Assess**  The assess section should be a clear analysis of the child’s needs based on:  views of the child/young person and their parents/carers, teacher assessments and observations. It must inform the plan section of this form.  Include standardised assessments or where in the curriculum that pupil’s current attainment is and note the pupil’s previous progress and attainment. Track progress and compare with national data. Add information from assessments by external agencies if appropriate. | **Plan**  Planning must link to the identified areas of need of the child and Interventions should meet needs identified through assessments.  The plan should include SMART desired outcomes, which should be linked to the Child and Families aspirations | **Do**  Describe how school staff will implement the plan. Include the start and end date and the frequency of what you plan to deliver. If this was not fully executed, give reasons why. | **Review**  Evaluate the quality, effectiveness, and impact of the provision by the review date. This includes sharing information with pupils and parents/carers and seeking their views. The cycle then starts again at assess. Consider the updated needs of the pupil before planning a continuation of or change to provision. |
| Questions to ask yourself?  Have you identified gaps in learning and presentation that cannot be met through usual class learning?   * Does teacher-based assessment data provide a specific level (not working towards ARE)? * Assessment scores should be standardised scores and percentiles (no age equivalents), and you should ensure that parents understand the level the child is working at. * How does the assessment confirm or alter what you thought you knew about how the child functions? * What does the assessment tell us (note that scores alone are not an assessment, they must be accompanied by an interpretation stating how this impacts the CYP)? * Have I used an assessment for SEMH? What does it tell us? * ASC can be assessed through the AET framework. * See LA assessment document for [recommended assessments](https://www.cambridgeshire.gov.uk/asset-library/Recommended-assessments-to-help-teachers-and-SENCo-updated-June-2020.pdf). | Questions to ask yourself?   * How is intervention linked to classroom teaching? * How is intervention linked to what assessment is telling us? |  | Questions to ask yourself?   * Were the plan and do sections carried out? * Measure the quality, impact, and effectiveness of the provision. * How did the child respond? * How has it impacted the child's day-to-day functioning? * Have you learned anything new?   Does this intervention need to continue, or do you need to adjust or identify a new strategy? |