

The Graduated approach, OAP and APDR

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Peterborough SEND Network Event Thursday 9th February 2023



What is the Graduated Approach?

- Why do we need it?
- What on earth is it?



Research and analysis

Supporting SEND

Updated 13 May 2021

- gaps in external provision and training
- lack of coordination between services
- lack of accountability
- weak co-production



School SENCos were essential for mediating provision but experienced a range of challenges in carrying out their role.

SENCos fulfilled a crucial intermediary role between external agencies, schools and families. Strong and trusting relationships between SENCos, parents and carers facilitated this. However, some SENCos felt that they did not have enough time to carry out their responsibilities and access continuing professional development.

Some SENCos were doing this alongside a full-time class teacher role. This indicates that for some schools, the role of the SENCo was not strongly prioritised. Some SENCos also reported frustration with delays and bureaucracy with both referrals and EHC plan assessments. These constrained how effectively they could perform their role.

This research raises questions about what ‘success’ looks like in terms of supporting children with SEND in mainstream schools.

This report has provided insight into the experiences of individual pupils, how their needs were identified and the support that was or was not put in place to allow them to learn and participate in school life. Some of the pupils in our sample appeared to be thriving at school. They were accessing the full curriculum alongside their peers, were making progress and were fully included in the wider life of their schools. Others were accessing a more limited curriculum or were excluded from particular events and activities.

This means that 2 pupils with similar needs, attending different schools, can have very different experiences. Absolute uniformity is unlikely when individual schools have autonomy to make provision for their pupils. However, despite individuals working hard and with care, significant variability in provision is not an indicator of a system working effectively for children with SEND.



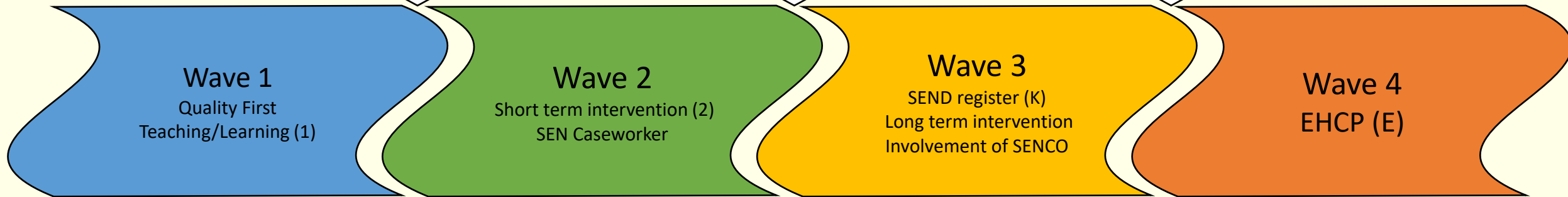
Graduated Approach

1 APDR cycle = 6 weeks

Using teacher assessment, data, cycles of APDR, parent/ child involvement. Refer to SENCO

SENCO discussion with parent when more specialist involvement is required.

SENCO makes a request for EHCP if applicable



Student's can move up and down based on the provision they are receiving

- What every child at NCA receives
- All staff responsible for ensuring Wave 1 provision is delivered
- Teacher standards
- Class teacher has implemented QFT classroom strategies (pupil profile) and followed 2 cycles of Assess/Plan/Do/Review.
- Student recorded as (1) on SIMS

- Not making expected progress despite reasonable adjustment at wave 1.
- QFT and Short Term specific intervention required. (specialist, class or curriculum)
- Baseline assessments to be completed with recommendations.
- Student recorded as (2) on SIMS

- In-depth assessment to establish area of need.
- Ongoing, specific support to address child's SEND. Evidenced based intervention monitored by SENCO.
- Young person will have individual learning plan, measurable targets, provision outlined.
- Specialist support from outside agency.
- SENCO involved in coordinating provision, assessment, measuring impact and liaising with outside agency.
- Student recorded as SEND support (K) on SIMS

- Support over and above, additional and different.
- Highly personalised and closely monitored specialist provision.
- Specialist support form external services.
- Student recorded as EHCP (E) on SIMS



Department
for Education



Department
of Health

Special educational needs and disability code of practice: 0 to 25 years

Statutory guidance for organisations
which work with and support children
and young people who have special
educational needs or disabilities

January 2015

The term 'ordinarily available provision' comes from the SEN Code of Practice and refers to the support that mainstream schools or settings should be able to provide for a child or young person through their agreed funding and resource arrangements.





Ordinarily Available Provision

School: Martin Bacon Academy

What it is and what we do.

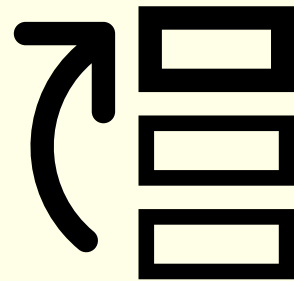
Coproduced with our SENDCo Network.

Part 1.1: Valuing People

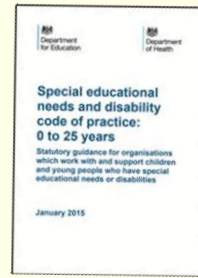
What?	Why?	How?	So What?
<p>The Code of practice highlights that coproduction is key and rightly states that we should include CYP and their families in all decisions.</p>	<p>The best support for CYP with SEND/V is based on a positive partnership between home and the setting.</p>	<ul style="list-style-type: none"> • Parents and families are aware of the many ways in which they can share information about their child and know that this will be heard. • Regular meetings are planned to review the progress and to make decisions with the family and all concerned, including wider professionals if this is appropriate. • A range of communication techniques are used to appropriately share information. • Parents are aware of: <ul style="list-style-type: none"> ○ the Needs of their CYP; ○ the support in place; ○ and are involved in setting and reviewing targets and outcomes as part of a sound coproduction approach. • Parents and carers are signposted to the local offer of the local area in which the setting is situated. • The school SEND information report is published on the school's website. 	<ul style="list-style-type: none"> • Parents and families are confident in the provision which is available to the CYP. • Planning meetings are effective and coproduced. They help staff to ensure that they are effective in meeting need. • Parents are well informed, and value being seen as experts by experience • Parents know where the local offer is and how to use it. • SEND information reports accurately reflect what is available and parents can use them to make informed choices.
<p>An effective partnership with learners and parent/carers is evident. (This will vary in nature depending on the age of the CYP).</p>	<p>To ensure everyone is aware of the CYP needs, strengths and progress. To ensure participation in assessment and review processes.</p>	<ul style="list-style-type: none"> • Learners are involved in the graduated approach. They assess, plan, do and review their learning. • Learners are helped to value their progress and achievements and to recognise and understand their own barriers to learning. • Learners understand, identify and contribute towards the targets they intend to achieve. • The MERIDIAN Support Plan should be used to document the assess, plan, do, review approach. 	<ul style="list-style-type: none"> • The graduated approach enables staff to understand what the expectations are. • CYP & staff celebrate their own success. • The voice of the CYP is heard and understood.

Need	How we support	So What?
<p>Difficulties with learning. For example, despite appropriate differentiation CYP are making inadequate progress over time across the curriculum and working below age related expectations.</p>	<ul style="list-style-type: none"> • Awareness of how much information <u>a CYP is able to</u> retain. • Personalised visual timetable. • Visual cues and prompts. • Assessment through observation or teaching to identify the areas of need in consultation with the learner. • Whole setting C&I awareness training. • Clear and simple instructions, breaking down longer instructions and giving one at a time. Scaffolding and modelling. Use of questioning. Oracy, talk partners, articulating learning. • Pre-teaching, for example, provision of an intervention to help prepare the learner for the new topic. • Differentiated resources. For example, teach the curriculum appropriate to the needs of the CYP not to a chronological age, but rather working to close any gaps. • Chunking, cognitive load and working memory supported (make it explicit that this is the basis for provision in this box?) • Social Stories. • Give time before response is needed. • Use of finely grained standardised reading, spelling and numeracy tests to understand learning needs and to measure progress. This could also be the Differentiated Early Year's Outcomes framework (DEYO). A whole setting vocabulary approach and focus on the impact of speech and language on learning including whole staff knowledge and awareness of communication milestones. • Collecting pupil voice around CYP perception of how they are doing/coping- Pupil Profiles accurate, up to date, shared with staff. Time spent 1:1 with CYP to collect their input. • Consideration of EAL- level of fluency in home language. • Clear information about time missed from education and the knock-on effect of this- attendance success discussions, what students perceive as their barriers, Student support Plans. 	<ul style="list-style-type: none"> • Staff have a clearer identification of need and the CYPs gaps in learning, this allows for individualised provision to meet needs. • Staff can respond in the moment to make adaptations to meet need. • Evidence of support • Learning 'sticks' and can be recalled. • A more accessible curriculum is provided. • CYP are more engaged and make progress in their learning. • CYP have Increased confidence.

What is APDR and why is it important?



SEND Code of Practice:

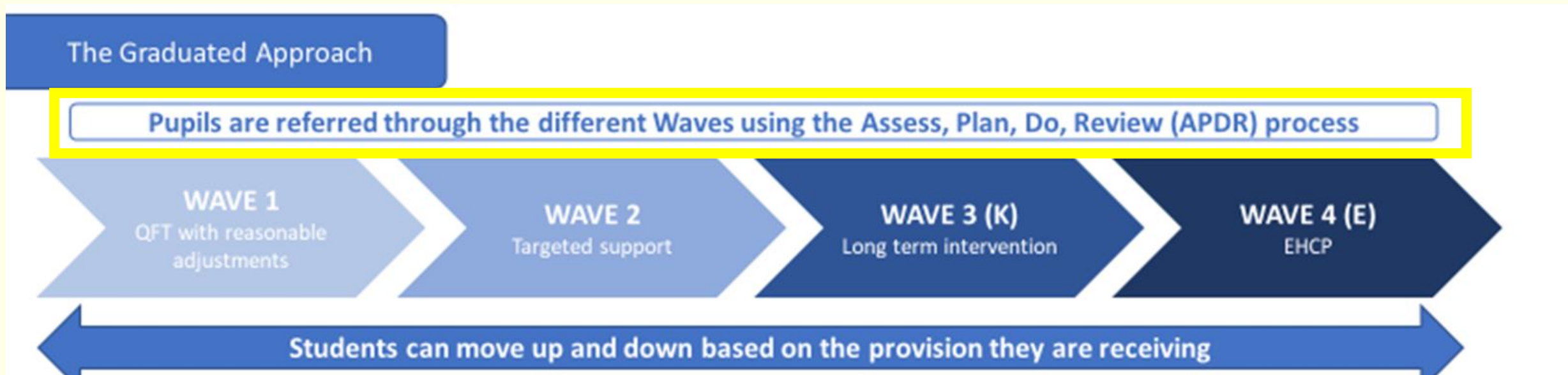


6.44 **Where a pupil is identified as having SEN (Assess)**, schools should take action to remove barriers to learning and put effective special educational provision in place.

This SEN support should take the form of a **four-part cycle (APDR)** through which earlier **decisions (Plan)** and **actions (Do)** are **revisited, refined and revised (Review)** 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**.

The APDR process is essential to ensuring that students are receiving SEND support at the correct Wave:



APDR expectation at each Wave

WAVE ONE

CYPs monitored as a class through school mechanisms like Pupil Progress

WAVE TWO

- ✓ Baseline tests completed before and after short term intervention
- ✓ Data held on central system



WAVE THREE (SEND Support/K code)

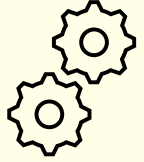
- ✓ APDR must be completed for ALL CYP who are receiving wave three provision.

WAVE FOUR (CYP with an EHCP)

- ✓ APDR must be completed for ALL CYP who are receiving wave four provision.

Reflecting on APDR in your setting





How effective and efficient is your current system for APDR?

Are all staff involved?

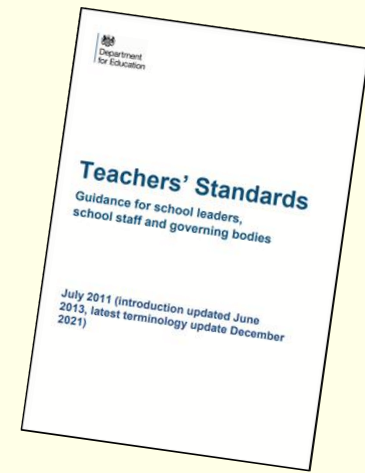
Who sets up the APDR paperwork at your school?

How is information shared with staff about what a student's needs are and the provision that should be in place for them?

How do you collect feedback from staff about the progress a student is making with their outcomes/targets?

How often do you collect information around 'do' and 'review'?

What Teacher's Standards says ...



All teachers should...

'have a clear understanding of the needs of all pupils, including those with special educational needs...and be able to use and evaluate distinctive teaching approaches to engage and support them.'

Every teacher should be involved in APDR

- NOT JUST THE SENDCO!

Evidencing APDR



APDR paperwork



Pupil Name:		Year:	House/tutor group:	Key staff:	APDR date:
ASSESS				Assessment data and what helps me to learn?	
Summary of need		Updates/changes to need			
PLAN, DO			REVIEW		
SMART outcome (short term priorities)	Planned intervention/strategy in addition to pupil passport	What has been done? When, how often and by whom?	Review date: Impact of intervention, progress, what has worked well? Areas to develop? Has target been met?		
Parent/carer name		Teacher/s name/s			
Signature		Signature/s			
Date		Date			

Assess

Pupil Name:		Year:	House/tutor group:	Key staff:	APDR date:
ASSESS			Assessment data and what helps me to learn?		
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Signature	Signature/s				
Date	Date				



Assess

What are the CYP's needs?

What reasonable adjustments are already in place for the CYP?

Has the CYP been involved in sharing what helps them to learn?

Plan

Pupil Name:		Year:	House/tutor group:	Key staff:	APDR date:
ASSESS			Assessment data and what helps me to learn?		
Summary of need		Updates/changes to need			
PLAN, DO			REVIEW		
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Plan

2 key elements

Outcomes What you are hoping the CYP will achieve

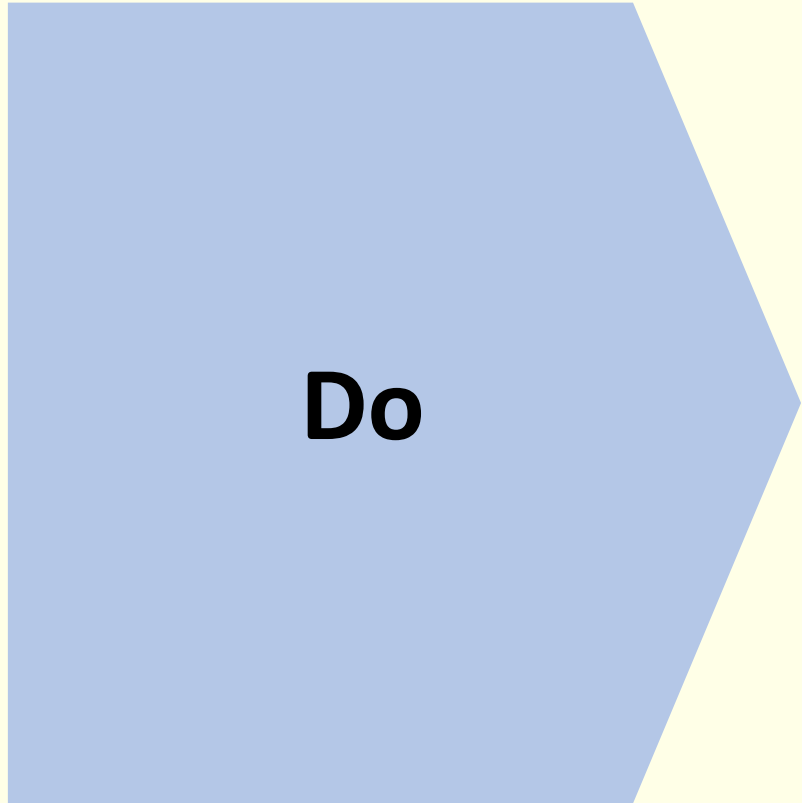
Provision What the CYP needs to support them in achieving the outcome

For CYP with an EHCP- the APDR outcomes and provision should reflect what is laid out in the EHCP

For CYP with a report from an external professional- outcomes and provision should reflect recommendations made

Outcomes need to be SMART





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Parent/carer name	Teacher/s name/s				
Signature	Signature/s				
Date	Date				



Do

What was ACTUALLY in place?

Be honest If some of the provision was not in place/was different, why?

Be specific Who, what, when, where, how and why?

Review

Pupil Name:		Year:	House/tutor group:	Key staff:	APDR date:
ASSESS				Assessment data and what helps me to learn?	
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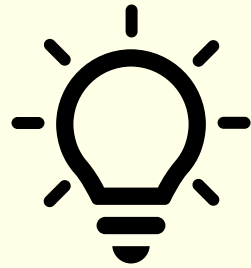
Review

How has the CYP progressed with their outcome?

Use positive language and avoid negative judgements about the CYP, instead focus on what has been achieved (relevant to the outcome).

Only comment on provision if there is a change of provision required for the next APDR cycle.

Managing APDR in large settings



Make use of Microsoft Forms



(The Mr Fox method)



Blair X (EHCP) APDR Termly reporting 2021-2022 Teacher/Tutor Form

Blair X has an Education Health Care Plan (EHCP) in place to support their identified SEND needs. Below is the list of outcomes from their EHCP with the provisions that as a academy we should be providing.

- It is expected that you would review and report termly on the progress of these outcomes (Deadline dates to be shared).
- Only report on the outcomes that you have supported, have evidence of or observations on.
- Please ensure to use comparisons on current progress to baseline data wherever possible.
- You are not commenting on if they have received provision alone. It is about progress made on the outcome.
- Are you providing the provision? If so please report on the success of interventions against the outcome.

Section 1

1. In what capacity do you interact with this student (e.g. Science teacher, Tutor, TA, Careers advisor etc)?

Enter your answer

Communication and Interaction

This section includes objectives for all pupils who have difficulty in communicating with others, either because they have difficulty saying what they want, understanding what is being said to them, or they do not understand the social rules of communication. This includes children and young people with autism (ASD) or speech, language and communication needs (SLCN).

2. Outcome 1

* By the end of Key stage 4 Blair will be more engaged and motivated in lessons, working for 15 minutes without distraction.

Provision

* *Adults to model breaking new words down into syllables and then using them in context during lessons.*

* *Provide verbal information using short simple sentences,*

* *Encourage Blair to repeat back instructions,*

* *Chunk information spoken to them,*

* *Write down key words,*

* *Small group work.*

* *Differentiated work.*

* *Information to be chunked.*

* *Questioning of the student to ensure clarification.*

* *Simple clear instructions.*

* *Support staff to check on student at the start of the task for.*

Enter your answer

Microsoft Word ribbon showing tabs: File, Home, Insert, Page Layout, Formulas, Data, Review, View, Help. The Home tab is active, showing options for Clipboard, Font, Paragraph, Styles, Cells, Editing, and Analysis. The font is Calibri, size 11. The ribbon includes icons for Bold, Italic, Underline, Bullets, Numbering, Indentation, Paragraph Spacing, Styles, Merge & Center, Conditional Formatting, Table, Cell Styles, Insert, Delete, Format, Fill, Sort & Filter, and Analyze Data. The formula bar shows 'G6' and the formula '=X*Y/Z'. The document content is as follows:

	B	C	D	E	F	G	H
						Outcome 1 * By the end of Key stage 4 Blair will be more engaged and motivated in lessons, working for 15 minutes without distraction.	Outcome 2 * By the end of key stage 4 to have attended at least 2 college open days, communicated their preference with reasoning and applied for chosen course by the deadline.
			In what capacity do you interact with this student (e.g. Science teacher, Tutor, TA, Careers advisor etc)		Provision * Adults to model breaking new words down in...	Provision * Add...	Outcome 3 * By the end of basic knowledge math's including digital and analc
1	Start time	Completion time	Email	Name		At the start of the term Blair was hard to engage in any part of the lesson. Often disruptive. When encouraged to work and be on task we were seeing 2 mins of work before Blair gave up and would dysregulate. We started using a timer as a visual aid and a token system. After the first half term we are now seeing Blair achieving 5 mins of work at a time; after a short break they are able to reengage. The token system has been a success however there are limitations in what can be offered as a reward. Tasks and key vocabulary are displayed on the board with staff modelling using this as a reminder. When opportunities arise we do ask students to clarify their	Blair is currently in year 10. As part of an IT research challenge Blair has been able to identify the websites for the local colleges and record these in their home school book. With support Blair has been able to navigate the site to find the prospectuses. Support staff have then read out pieces of information from the website. Blair is aware that there are open events and evenings and has stated they would like to attend next year. Blair has been able to collect images and photographs of each college and started suggesting why some might look nicer than others. Blair is unable to appreciate that many of these photos may be staged to give a welcoming impression and that they

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Developing good practice with APDR:

How do you capture 'pupil voice' and actively involve CYP in the APDR process?

How do you involve parents/carers in the APDR process?