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| How I like to be supported in school: | I communicate by: | C:\Users\J.Edwards\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\9678A617.tmpMotivators/What do I like?I like … |
| What people like and admire about me: | My name is X, and I am X years old. I am in Year X at X School | C:\Users\J.Edwards\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\9678A617.tmpWhat am I good at? (strengths & talents) |
| My dreams and aspirations: | C:\Users\J.Edwards\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\9678A617.tmpWhat do I find difficult or challenging? (include my fears & worries here) | Areas of Need: (highlight relevant areas)Communication and InteractionCognition and LearningSocial, Emotional and Mental HealthSensory and Physical Needs, including medical Independence and Community Involvement |

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| **Background**   * Family Story – including the number in the family and any relevant family history. * Child’s story – this could include relevant details relating to birth and early development, other professionals involved, past and present, and house moves.  Details of any medical conditions, operations, diagnoses, etc | |
| **My Family’s Views:**  **The parents’ comments** should include The parents’ /carers’ and children’s aspirations for their short- and longer-term futures.  This could consist of aspirations relating to   * Skills and attitudes that they hope to develop. * Thoughts about schools   They could also comment on any support they have had that has been successful and any other services they would like to find out about | **How can my family help me? (Include signposting to support and strategies which can be used in the home.)** |

**Skills/Strengths and ‘next steps’ planning as agreed with parents/carers, child/young person, and supporting professional.**

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|  | **Strengths/ Capabilities** | **Next Steps** | **How adults will help** |
| **Communication and Interaction** |  |  |  |
| **Cognition and Learning** |  |  |  |
| **Social, Emotional and Mental Health** |  |  |  |
| **Sensory and Physical (including medical)** |  |  |  |

**Provision Mapping**

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| **Long-Term Outcomes for Child or Young Person** |
| These aspirational SMART (specific, measurable, achievable, realistic, time-bound) outcomes will be for the current or next Key Stage. They must be related to the child or young person’s area of needs. We would recommend between three and five outcomes. |
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Short-term outcomes will be directly linked to the agreed Long-term outcomes identified above. These should summarise the outcomes you have been working on over each cycle of APDR or those advised by other professionals – don’t forget to include a review.  It is recommended that each process be reviewed at least half-termly and a new plan produced annually.

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|  | **What can I do now? (Assess)**  These are taken from assessment tools such as Boxall, Dyslexia Screener, Language Link, and AET Progression Framework, as well as teacher assessment, marking, etc. Professional reports can also include advice here, e.g. EP, SALT, OT, Specialist Teacher. | **What would I like to be able to do? (Plan)**  Short Term Outcome | C:\Users\J.Edwards\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\C855FD45.tmp**How will I learn to do it? (Do)**Recommended Teaching & Support Strategies (High-Quality Inclusive Teaching and Ordinarily Available Provision). | **What Support will I need? time, resources, training, including costs**  Include resources, specific interventions, staff training and any other recommendations. | **C:\Users\J.Edwards\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\EE90E0DF.tmpWhat progress has been made towards the targets this term? (Review)** Review progress against baseline/start point |
| **Cycle One (Date)** |  |  |  |  |  |
| **Cycle Two (Date)** |  |  |  |  |  |
| **Cycle Three (Date)** |  |  |  |  |  |

**Professionals/External Agencies involved:**

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| **Role/Designation** | **Name** | **Last involvement/ summary of advice given** |
| * Choose an item. |  |  |
| * Choose an item. |  |  |
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**Meetings/Conversations to plan and review**

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| **Date** | **Who was involved?** | **Key points/decisions/actions** |
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| **Details of Child/Young Person**  The following questions are for setting age pupils. | | | |
| **Name (in full)** | First Surname | **National Curriculum (NC) year** | -1 or -2 or 0 for Reception |
| **Also known as** | Preferred Name | Hours attending |  |
| **Date of birth** | 00/00/00 | Eligible hours, i.e. 15 or 30 hours |  |
| **Gender at birth** | Male/Female | **Is the pupil receiving any EYPP** |  |
| **Preferred pronouns** | he/she/they | **Special Educational Needs Inclusion Funding (SENIF)** | Y/N |
| **Ethnicity** | Please state as recorded on setting administration system | **Off-set/Delayed Entry/Differed Entry** | Y/N Did they have a delayed start, or have they been an offset officially via a panel? |
| **English as an Additional Language (EAL)** | Y/N | **Home language** | This is the language predominantly spoken in the home; the student may not use this language. |
| **Looked after child (LAC)** | Y/N | Ratio within the setting |  |

**Assessments Appendix:**

**Please attach up-to-date assessments showing progress over time, using tools appropriate to the child's needs.**

*‘The Rochford Review recognises that age-related expectations are not appropriate for a significant proportion of pupils working below the standard of the national curriculum tests, many of whom have SEND that affect their rate of cognitive development or speed of learning. It is important that they have the opportunity to demonstrate both attainment and progress and that the way we measure their progress accounts for potential differences in the way these pupils learn.’ (page 5)* **Rochford Review 2016**

‘*It is important that we are able to measure the progress they make in a way which takes into account the nature of progress for these pupils. Those with SEND can often make progress in different ways to the majority of pupils’ (Page 10 – 11)* **Rochford Review 2016**

Practitioners might find it challenging within the EYFS framework to pinpoint where children with SEND are and to track their progress. We encourage all settings to use various resources to help them accurately identify where a child is in their development.

**Examples of assessment tools for Early Years**

* [Ages and Stages Questionnaires](http://www.bestkc.com/wp-content/uploads/2017/05/3-year-ASQ-ENGLISH.pdf)
* [Autism Education Trust – Progression Framework](https://www.autismeducationtrust.org.uk/resources/progression-framework)
* [Birth to 5](https://birthto5matters.org.uk/download-or-buy-a-copy/)
* [Development Matters 2020 (development-matters.org.uk)](https://development-matters.org.uk/)
* [Early Years Development Journal – National Children's Bureau](https://www.ncb.org.uk/resources/all-resources/filter/transition-adulthood/early-years-developmental-journal)
* [Speech and Language UK – ages and stages](https://speechandlanguage.org.uk/talking-point/parents/ages-and-stages/)
* [Liverpool social communication and play journal](https://static1.squarespace.com/static/646381dae2bbae07fac27de0/t/67adab7ffd2fbd7333775473/1739434881059/Liverpool+social_communication_and_play_journal_with_tracking_sheet+2022.pdf)
* [Mary Sheridan’s From Birth to Five Years – 5th edition – Ajay Sharma, Helen Cockerill and Lucy Sanctuary (Routledge, 2021)](https://www.amazon.co.uk/Mary-Sheridans-Birth-Five-Years/dp/0367522519/ref=asc_df_0367522519?tag=bingshoppinga-21&linkCode=df0&hvadid=80608047668461&hvnetw=o&hvqmt=e&hvbmt=be&hvdev=c&hvlocint=&hvlocphy=&hvtargid=pla-4584207589242414&psc=1)
* [NHS Solent Early Years Developmental Checklist](https://documents.hants.gov.uk/childrens-services/SolentNHSTrustDevelopmentChecklist3.pdf)

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| Date: | | Age: | | | Colour: | | | Date: | | | Age: | | | | Colour: | |
|  | **Personal, Social and Emotional** | | | | | **Communication and Language** | | | | | | **Physical Development** | | | | **Chronological age** |
| **Development in months** | **Making Relationships** | | **Sense of Self** | **Understanding Emotions** | | | **Listening and Attention** | | **Understanding** | **Speaking** | | | **Moving and Handling** | **Health &Self Care.** | |
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**Developmental Assessments Record – this chart can record assessment data obtained using a range of assessment tools using a ‘best fit’ approach.**