


APDR Document

			Name: XXX		SEND? Yes	Pupil Premium? Yes	LAC? No	Term: XXX	Attendance: 96.9%	
			D.O.B: XXX	Class: XXX	Area of Need: Communication & interaction, SEMH, Cognition & learning, Sensory &/or physical			EHCP/SEND Intervention Funding: Yes / No		
Intent (Assess)			Implementation (Plan, Do)				Impact (Review)			
Area of need & SMART Target	Baseline Score	Expected Outcome	Intervention / Provision / Support (What? When? Who?)			Success Criteria		Actual Outcome	Evidence from	Achieved Target?
Subject / Area Engagement X will be able to attend to adult-led learning for at least twice a day for the duration of the lesson.	4	5	Use now and next language and visuals to encourage focus on the given 'now' task. X to engage with an activity with increased independence when he is activity engaged in a learning task. Build on X's interests to develop engagement and focus X to be part of a small group in Year 1 to complete group work.			I will be successful when I can refer to my now and next visual successfully for the duration of the lesson.				
Subject / Area Communication and interaction X will be able to express his emotions (from a range of at least 5) in school at least twice a day, with adult support.	4	5	To identify how he is feeling from a feelings board at least twice a day whilst being supported by an adult. Visuals from the school ZOR to be referred to with X. Staff to model how they are feeling using the school ZOR poster, e.g. I am feeling yellow today as I am tired. 1 x weekly ZOR TPT in a small group with familiar peers. Peers in class to model ZOR check ins with X being able to hear as part of his daily routine. X will be prompted to do a ZOR check in before he goes out to break and lunchtimes.			I will be successful when... I can identify how I am feeling twice a day from a set of 5 agreed emotion vocabulary.				
Subject / Area Communication and interaction X will be able to play a simple turn taking game with at least one peer when supported by a trusted adult at least once a week.	4	6	To play a turn taking game with a peer whilst being supported by a trusted adult. Visual aids to prompt X of what a 'good listener' looks like. Reminders of Oracy skills. Turning taking TPT at least once a week With a peer of his choice and a trusted adult. Reminders of turn taking 'rules' at the start of TPT and referred to in any shared group learning tasks in class.			I will be successful when I can show turn taking skills with a peer with decreasing adult prompts.				
Baseline Score/Expected Outcome/Actual Outcome:				Parent/Guardian/Carer Contributions:			SEND Support Plan agreed by:			
Currently suggests they are not showing signs of making any progress (no progress over a term)				0-1			Parent - Teacher - SENDCo -			
Signs of working below expected progress (less than 1-point a half-term)				2-3						
Signs of making some progress (almost making 1-point a half-term)				4-5						
Signs of making expected progress (1-point a half-term)				6-8						
Signs of making exceeding progress (more than 1-point)				9-10						