

If you have concerns about your child's development/ progress, share them with the SENDCo / Head of Year/ Inclusion manager

If school staff have concerns about your child's development/ progress, they will share this with you

ASSESS: School staff assess the concerns using their available resources and training

PLAN: School staff make a plan to support your child using their available resources and training (sometimes called an Individual Education Plan, or similar)

REVIEW: The plan is reviewed to track the progress made

School support:
APDR cycle

DO: School staff implement the plan

If progress is being made, in-school support continues, being monitored and adjusted as necessary

If limited or no progress is being made, school staff may contact the Educational Psychology Service for additional support

ASSESS: The EP will explore the current situation and may complete some assessment to understand this further

PLAN: The EP support school staff, parents, and the child in creating a plan with strategies to move forward

REVIEW: The EP will return to review the progress made and support in adjusting strategies where necessary

EPS support:
APDR cycle

DO: School staff, parents and the child are given time to implement the plan