

**Wormley Primary School**

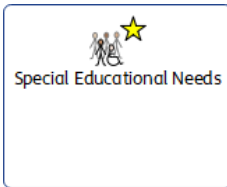
**SEN Information Report**

This policy has been written with our vision in mind that each child should grow in their awareness of themselves and others, maximise their learning potential and with God all things are possible.

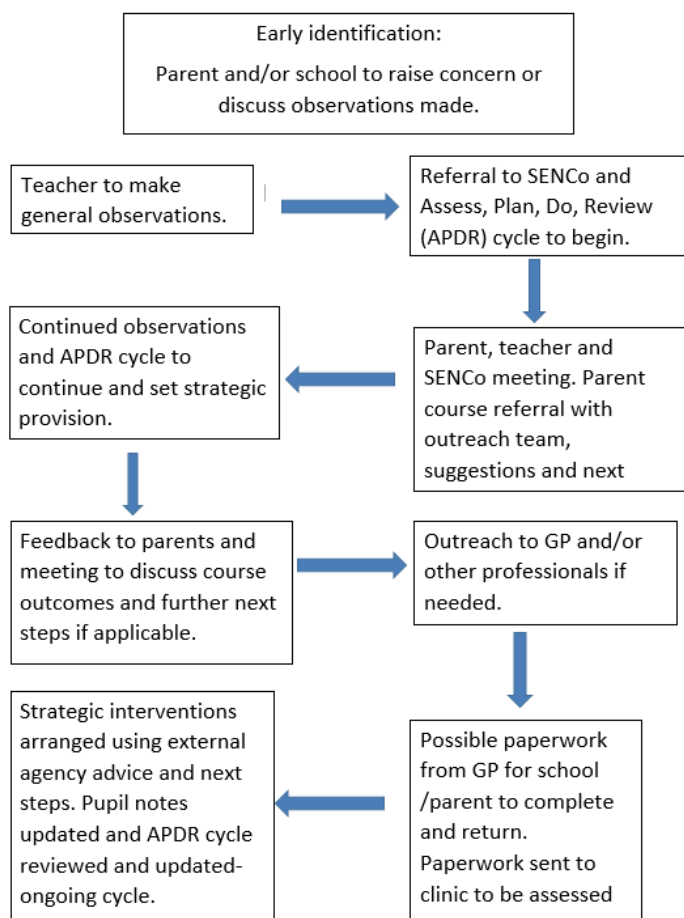
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## Identifying SEND in children at Wormley C of E Primary School



- All staff with the support of parents, will identify if a child requires additional support.
- Support, adaptations and intervention will be put into place within the classroom.
- The class teacher will request additional support from the SENCo when required.
- Following this the school Special Educational Needs Co-ordinator (SENCo) and their team may carry out an observation or any specific assessments to identify how to support the child further. Parents should discuss any concerns that they have about their child with the class teacher initially.
- All pupils identified as having Special Education Need or Disability (SEND) will be added to the SEND support provision map.
- A graduated approach is used to form a four part cycle of assess, plan, do review (SEND, Code of Practice, Jan 2015).



Most children and young people will have their special educational needs met in mainstream schools through adaptations and good classroom practice. This is called Ordinarily Available Provision (APPENDIX 1). From this teachers will be able to identify whether a pupil requires additional help.

When your child enters our school, their current attainment is assessed to give us a 'baseline' from where they will progress. Depending upon their needs, other assessments may be needed.

All children identified as having a Special Education Need or Disability (SEND) are added to the whole school provision map.

A graduated approach is used to form a four part cycle of assess, plan, do review (SEND, Code of Practice, Jan 2015).

### Educational support in Wormley Primary C of E School



Our



approach

#### Our approach to teaching children with SEN

Wormley School strives to give every child the best support possible within a mainstream setting and works closely with the child, parents/carers, staff and external professionals to ensure a collaborative and consistent approach ensuring access to the curriculum.

We offer differentiated learning opportunities

- We run specific interventions/provision for children with a higher level of need
- We use advice from external agencies e.g. speech and language therapy reports will be used to support provision and learning.



## Provision

Adapted learning is part of ordinarily available provision planned by teachers. Interventions are reviewed regularly and are continued and transferred to class when there is maximum impact.

We adapt our curriculum in the following ways:

### Early Talk Boost



### TalkBoost



### NELI



Complete NELI Kit



## Attention Autism

### Attention Autism Stages

- Stage 1: The Bucket
  - Focus attention.
- Stage 2: The Attention Builder
  - Sustain attention.
- Stage 3: The Attention Game
  - Shift attention (turn taking activities).
- Stage 4: The Table Activities
  - Transition.



## WellComm

What the child understands	Yes / No	
1. Does the child know which day comes after Saturday?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
2. Can the child understand the target sentence?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
3. Can the child understand the emotion word 'anxious'?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
4. Can the child understand the phrase 'get your skates on'?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
5. Does the child know what happens next?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
What the child uses	Yes / No	
6. Can the child tell you the days of the week in sequence?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
7. Can the child repeat seven-word sentences correctly?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8. Can the child label the categories correctly?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
9. Can the child understand and explain the phrase 'ants in your pants'?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
10. Can the child use the future tense 'will'?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

Children with NHS Speech and Language programmes will be seen in school by a trained member of staff.

Support for children with social, emotional and mental health difficulties:

- Forest school
- Drawing and talking
- Play therapy
- Nurture Garden
- Lunch time provision - Oak Tree
- ELSA

Sensory circuit support is available for children with sensory and physical needs:



Sensory room



Our school is one level and ramps are in place where required. For further information please view or download our Accessibility Policy and Plan which can be found in the schools policy section of our website.



### Impact of SEN Provision

We continuously ensure the provision has a positive impact on the outcomes for all of our children through half termly impact reviews, impact meetings, observations and continual discussions.



## Meet

### Communication

Throughout the year we hold two parent consultation meetings for all pupils and parents as well as an annual Report sent out in the summer term. We offer SENCo drop in meetings on these evenings.

Parents are required to have an active role in supporting their child's provision

If your child has an EHCP you will be invited to review the document annually. Please see the [EHCP protocol on the school website](#).

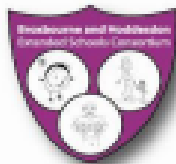
If your child has a learning plan, the progress towards these targets will be shared with you and reviewed half termly.

### Wellbeing

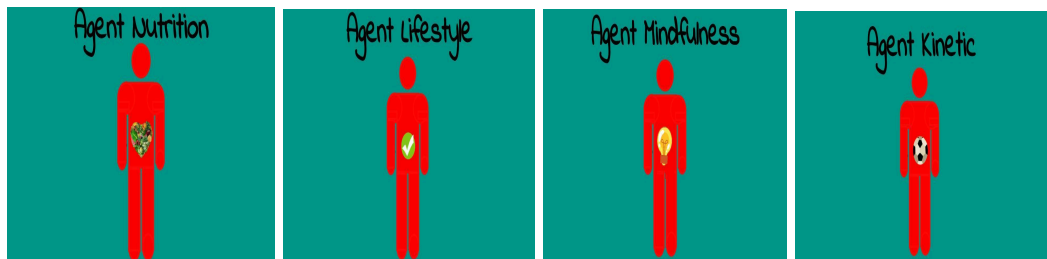


## Wellbeing

Wormley has a Wellbeing Award from the National Children's Bureau.



Positive mental health and well-being is promoted throughout the whole school with additional support where needed. As a school we have developed and promoted 4 Wellbeing Agents (Agent Kinetic, Agent Nutrition, Agent Mindfulness and Agent Lifestyle).



We offer a range of provisions to support children with differing emotional and social needs including;



- Nurture garden
- Oak Tree nurture lunch group
- Calm spaces
- Safe spaces
- Well-being Champs
- Daily mile
- Take 10
- Play therapy
- ELSA
- Social skills groups
- Zones of regulation



We at Wormley School work closely with a range of services to support our families who may need to access mental health support. These include, the Local Authority and private providers of additional services, such as Educational Psychologists, Occupational Therapy, CAMHS (Child and Adolescent Mental Health Service), school nursing service, Social Services and Medical Professionals to support the child's emotional needs.

The Mental Health Support team provides a parent coffee morning with themed focuses that run half termly.



Pastoral and



Social



Care

### Pastoral and Social Care

We have a whole school social learning agenda which focuses on making visible the social aspects of children’s learning in order to maximise individual learning potential, accelerate progress and raise attainment. This is through the 7 Learning Agents (Agent Curious, Agent Considerate, Agent Creative, Agent Resilient, Agent Reflective, Agent Cooperative, Agent Strategy). Please see the Social Learning page of the website for more information on this.

### Hertfordshire’s Relational Approach to Behaviour

Wormley Primary School is committed to a relational approach to behaviour management. Please find more information on this approach in our [behaviour policy: Rights and Responsibilities](#).

### Parent support



Internal



support

We access a range of specialist services and expertise both internally and externally.

Internal support:

- The Inclusion team who are highly trained and skilled in supporting staff, parents and the pupils with a range of needs.
- Independent SALT support
- Independent child therapist




External





support

External support:

- Outreach support is available from Middleton School - this support advises teachers on how to best support the needs of pupils with learning and communication difficulties.
- SEND Specialist Advice and Support (SENDIASS) work throughout Hertfordshire to support children and young people (0-25) with special educational needs and disabilities, their families and schools or settings. is available:  
<https://thegrid.org.uk/send-and-additional-needs/special-educational-needs-and-disability/support-and-specialist-services/send-specialist-advice-and-support-send-sas>
- Education Psychology advice and consultations
- Step 2 Early Mental Health support
- Child and Adolescent Mental health Service (CAMHS)
- School nursing team
- NHS Speech & Language Therapy Service

 <p>SENCo team</p>	<p><b>The SENCo Team</b></p> <p>Mrs F. Drake &amp; Mrs L. Hawkins are our two school SENCO's. Between them they have a wealth of knowledge, expertise and experience in a wide range of Special Educational needs.</p>
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 <p>Support my childrens learning</p>	<p><b>Supporting you to support your child's learning</b></p> <ul style="list-style-type: none"> <li>• Your child's class teacher and/or SENCo will give suggestions on how you can further support your child's developmental needs at home during review meetings.</li> <li>• You can arrange to meet the class teacher/SENCo to discuss how you can support your child further.</li> <li>• Annual reports for all children will indicate targets which can be supported at home.</li> <li>• We will also advise and signpost you to external professionals and Paediatricians where we see a need.</li> </ul> <p>All staff training is monitored and planned by the Senior Leadership team to ensure the most up to date practice and provision is provided.</p>
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 <p>Discussions</p>	<p><b>Planning for your child's education</b></p> <ul style="list-style-type: none"> <li>• Class teachers will inform you of any additional provision that is put in place to enable you to support further from home.</li> <li>• Additional support or external agency involvement will require your permission and the school SENCo will contact you in relation to this.</li> <li>• Parents can meet with external professionals to discuss their child's specific needs.</li> <li>• Children are involved in all stages of target setting and reviewing learning plans.</li> <li>• Learning plan reviews are shared with parents half termly.</li> </ul>
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### **Activities outside the classroom including school trips**

Wormley Primary School is an inclusive school where we endeavour to:

- Support children with SEND to be included in all appropriate school activities to achieve their full potential.
- Ensure that reasonable adaptations and adjustments are in place to allow all pupils to have access to the school curriculum and all school activities and educational visits.
- Ensure that every child develops independence and resilience to be successful in all aspects of school life.
- Ensure that the necessary risk assessments are in place

### **Accessibility**



**Accessible**

Our school is one level and ramps are in place where required.

- Sound field systems are used in classrooms and halls for children who have hearing impairments.
- Children are able to easily access resources within the classroom and the building is secure with sensor activated doors.



Please see our accessibility Policy and Plan which can be found in the schools policy section of our website.

## Key Contacts



### Key contacts

#### Key Contacts

- Mrs Faye Drake - Special Educational Needs Coordinator (SENCo) - 01992 30331  
[senco@wormleyprimary.co.uk](mailto:senco@wormleyprimary.co.uk)
- Mrs Linzi Hawkins (SENCo) - 01992 30331  
[senco@wormleyprimary.co.uk](mailto:senco@wormleyprimary.co.uk)
- Mrs T Gaiteri (Head Teacher) – 01992 30331  
[head@wormleyprimary.co.uk](mailto:head@wormleyprimary.co.uk)
- Mrs D Basra-Phillips (SEND Governor) – (via)  
[admin@wormleyprimary.co.uk](mailto:admin@wormleyprimary.co.uk)

If you would like to discuss your child's SEN in more detail please contact the SENCo team to arrange an appointment.

Further information on the range of local support available for children/ young people with SEND and their families within and outside of school can be found on Hertfordshire County Council Local Offer page.



<https://www.hertfordshire.gov.uk/microsites/Local-Offer/The-Hertfordshire-Local-Offer.aspx>



# Transition

- We liaise with current professionals who may be involved with the child and obtain any relevant documentation.
- Handover/transition meetings may be arranged between settings. We contact the previous/new school/secondary school upon request and provide the new setting with all of the required information about a pupil.
- We are happy to help parents arrange additional visits to new settings including specialist and secondary settings.

### **SEN Transition**

#### *How does the school prepare for my child's transition to Wormley?*

We work closely with local nursery schools and Pre-schools to ensure that relevant information is obtained during the transition process. For these children with SEND we may encourage further visits to assist with the acclimatisation of the new surroundings. We may also offer a staggered start to help them ease into life at Wormley Primary School. Our SENCo team will work closely with the previous SENCo and may also visit your child in that setting. We will also speak to the parents and come up with a transition plan for their child.

#### *How do we support children/young people with SEN moving between classes in our school?*



At Wormley Primary, we implement a range of measures to ensure a seamless, smooth transition for all of our pupils as they continue their journey throughout our school. These are often personalised to meet the individual needs of the child. Some examples of the support we offer are shown below:

- Transition booklets for home and school
- Extra visits to the classroom
- Extra sessions in the new class
- Meetings between SENCo, past teacher, parents/carers and new teacher
- Teacher observation
- Meeting with external professionals where relevant
- Additional teacher training where required.

#### *How will the school prepare my child for the transition to Secondary school or specialist provision?*


	<p>Children with SEND are given an extensive level of support before they leave for their new school. This includes discussing and sharing your child's needs and provision with the secondary SENCO team. This ensures a smooth transition to their new setting.</p> <p>Our SENCO team supports the parents with arranging visits to secondary and/or specialist provisions. We also offer to accompany you to view the schools and settings where possible.</p> <p>If your child has complex needs and has an Education Health and Care Plan (EHCP), then a transition meeting will be arranged. During this meeting, we will invite staff from both schools to attend and any other relevant professionals and an agreed plan for transition will be clearly set out.</p> <p>Whenever your child leaves Wormley School our SENCO team will ensure that all SEND information is passed onto the next school and also speak to the new SENCO to ensure that they are fully aware of any additional needs your child may have.</p> <p>If you would like to discuss your SEND requirements in detail please contact the SENCO team by email on <a href="mailto:senco@wormleyprimary.co.uk">senco@wormleyprimary.co.uk</a> to arrange an appointment.</p>
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**Level of support agreement**

 <p>Graduated</p>  <p>approach</p>	<p><b>Level support</b></p> <ul style="list-style-type: none"> <li>• The class teacher and SENCO will liaise regularly to review the support needed.</li> <li>• We will use formal and informal assessments</li> <li>• We will use external agency reports and advice which show recommendations and give guidance on how much support is required.</li> <li>• Your child's progress is tracked termly by class teachers, SENCO and SLT. Parents will be involved in the decision making process with relation to the support that their child requires.</li> <li>• Provisions will be reviewed regularly in order to identify when and where changes may be needed.</li> </ul> <p><b>Graduated Approach</b></p> <p>When a need outside of ordinarily available provision is identified an 'Assess, Plan, Do, Review' cycle will be put in place following a discussion between the teacher, parent and SENCO. (APPENDIX 2)</p>
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	<p>This means that we will:</p> <ul style="list-style-type: none"> <li>○ Assess a child's the educational need</li> <li>○ Plan the provision to meet your child's aspirations and agreed outcomes</li> <li>○ Do, put the provision in place to meet those outcomes</li> <li>○ Review the support and progress</li> </ul> <p>Specific provisions or specific targeted support will be provided to support and meet their needs.</p> <p><b>EHCP</b></p> <p>If it is felt that your child requires an Education, Health and Care Plan (EHCP) the SENCo team will arrange to meet you with the class teacher to discuss the necessary process. The SENCo team will support parents through the process.</p> <p>For more detailed information see the Local Offer</p>
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**Local services available**

 <p><b>Information</b></p>	<p>Wormley School SEND and Inclusion policy</p> <p><a href="https://wormleyprimary.co.uk/wp-content/uploads/SEND-and-Inclusion-Policy-November-2025-2026.pdf">https://wormleyprimary.co.uk/wp-content/uploads/SEND-and-Inclusion-Policy-November-2025-2026.pdf</a></p> <p>Hertfordshire Local Offer:</p> <p><a href="https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx">https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx</a></p> <p>SEND Specialist Advice and Support (SEND SAS):</p> <p><a href="https://thegrid.org.uk/send-and-additional-needs/special-educational-needs-and-disability/support-and-specialist-services/send-specialist-advice-and-support-send-sas">https://thegrid.org.uk/send-and-additional-needs/special-educational-needs-and-disability/support-and-specialist-services/send-specialist-advice-and-support-send-sas</a></p> <p>School nursing:</p> <p><a href="https://www.hct.nhs.uk/our-services/school-nursing/">https://www.hct.nhs.uk/our-services/school-nursing/</a></p> <p>Children's Speech and Language Therapy:</p> <p><a href="https://www.hct.nhs.uk/our-services/childrens-speech-and-language-therapy/">https://www.hct.nhs.uk/our-services/childrens-speech-and-language-therapy/</a></p> <p>Healthy Young Minds in Herts:</p>
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	<a href="https://www.healthyyoungmindsinherts.org.uk/parents-and-carers/what-do-if-you%E2%80%99re-worried/when-see-professional-help/what-help-the-re">https://www.healthyyoungmindsinherts.org.uk/parents-and-carers/what-do-if-you%E2%80%99re-worried/when-see-professional-help/what-help-the-re</a>
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## APPENDIX 1

### Ordinarily Available Provision (OAP) at Wormley- outlined in SEN information report

OAP- readily available within all classrooms and delivered at a universal and high quality level

Level of support	Cognition & learning	Communication and interaction	Social, emotional and mental health	Physical and sensory
OAP/Targeted	Reasonable adjustments Adapted resources Technology adaptations InPrint on all computers Colourful Semantics Pre-teaching SpLD strategies Dyslexia / DLD strategies Mastering number <a href="#">Five a Day high quality teaching teaching benefits for children with SEND - EEF</a>	Universal symbol use Visual timetables Cartoon strips Early Talk Boost - whole class Talk Boost NELI - whole class WellComm screening Elklan communication strategies	Zones of Regulation Emotional check-ins Brainstem calming activities <a href="#">Hand-brain model</a> Reflection book Relational approaches	Sensory Room Calm spaces Fidgets Adapted PE and Sports day Grounding experiences within the day Wake and Shake Music lessons (external) Write Dance
Targeted Plus	Writing slopes Nessy intervention Wobble cushions Noise cancelling devices <a href="#">Developing Reading Fluency</a> intervention Number Stacks intervention Precision teaching intervention Visual stress support Third Space Learning AI tutoring MeLSA intervention Dyslexia coaching Personalised plans Diagnostic reports from assessments, eg. PhAB, CAT test Targeted phonics intervention	Now & Next boards Talk Boost intervention SALT interventions NELI - small groups Communication boards Language Support groups Communication & Interaction intervention DLD support groups	Emotional coaching intervention ELSA intervention SEMH mapping Nurture morning start (ARA) Oak tree - nurture lunch provision School Nurse Lumi Nova Resilience & Wellbeing groups Regulation start provision Social stories HABS referral MHST Diagnostic reports from assessments, eg. Boxall Profile	Sensory 10 Sensory garden play Forest School intervention Fine motor skill programme Sensory profiles Nurture music group
Specialist/ specialist +	IAP classroom provision	Attention Autism provision Makaton	Nurture intervention Drawing & Talking intervention Play Therapy provision Step 2 provision CAMHS	Sensory diet provision Patterned Rhythmic Repetition & movement

## APPENDIX 2

### Wormley CofE Primary School's Graduated Approach - Assess, Plan, Do, Review (APDR)

#### The SEN approach

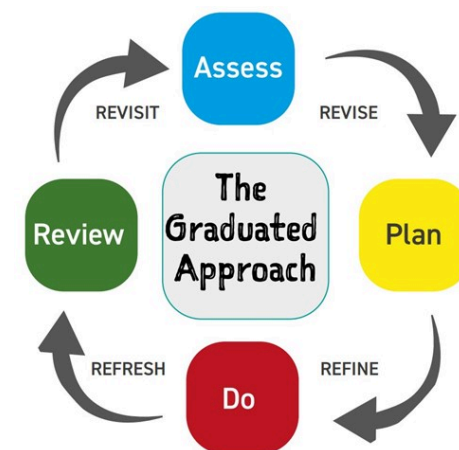
A Special Educational Needs (SEN) approach, often called the "graduated approach," is a four-stage, cyclical process used by schools to identify, support, and review the needs of children with special educational needs. It involves a continuous cycle of Assess, Plan, Do, Review to ensure tailored provision.

#### When might a child require the graduated approach?

A child may require an Assess, Plan, Do, Review (APDR) cycle when they are identified as having, or potentially having, Special Educational Needs (SEN) or when they are not making expected progress, necessitating support *additional to or different from standard classroom provision* (ref, Ordinarily Available Provision).

#### Key Triggers for the graduated approach:

- **Lack of Progress:** The child is not making expected progress despite high-quality, targeted teaching.
- **Identified SEN:** Specific special educational needs are identified.
- **Targeted Support Needed:** When a child requires intervention that is additional to or different from standard, differentiated, or quality-first teaching.
- **Developmental Concerns:** Concerns raised by teachers, parents, or outside agencies regarding learning, behavior, social, or communication skills.



#### What needs to be considered at each stage of the APDR cycle?

<p><b>ASSES</b></p> <p>The ASSESS phase of the graduated approach is designed as a starting point to begin to identify in close detail where a learner's barriers to learning may lie. It may involve:</p> <ul style="list-style-type: none"> <li>● Use of detailed National Curriculum and individualised assessment tools in relation to specific descriptors may be necessary to identify strengths, gaps in and barriers to learning, to inform planning.</li> <li>● Parent/ carer and learner views to support the analysis of strengths and needs, Conversations are carried out with sensitivity and honesty.</li> <li>● Specialist SEND services who can be contacted when a school requires further guidance in understanding the learner's strengths and needs and approaches to support.</li> </ul> <p><b>Prompt questions:</b></p> <ul style="list-style-type: none"> <li>● What does the learner's strength or difficulty in each area look like</li> </ul>	<p><b>PLAN</b></p> <p>Targeted provision should be carefully planned for, with clear expected outcomes linked to provision. It may be planned to take place within or away from the classroom, possibly as an intervention led by a teacher or teaching assistant. If this is the case, schools need to:</p> <ul style="list-style-type: none"> <li>● Have a clear justification for this being the best approach.</li> <li>● Be clear as to the purpose of targeted provision.</li> <li>● Discuss and agree on the expected outcomes.</li> <li>● Ensure teachers remain responsible and accountable for progress, even where learners are receiving targeted provision away from the classroom.</li> <li>● Keep targeted provision under review as part of the graduated approach; including planning for alternative approaches or specialist advice where needed.</li> </ul>
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<p>and how do we know?</p> <ul style="list-style-type: none"> <li>● Do the learner’s strengths and needs present differently in different contexts and environments, including at home? When does this happen / when does it not happen?</li> <li>● To what extent is this need or difficulty having an impact on learning?</li> <li>● Are there areas we are not sure about and need further assessment? How will you do this? Do we need to look at any other areas of need?</li> <li>● What needs, gaps in or barriers to learning can we work on improving and which can we help to work around?</li> </ul>	<p>Interventions should be recorded on the school’s Provision Map and be reviewed within the school assessment window.</p>
<p><b>DO</b></p> <p><b>Provision is put in place. It is important that:</b></p> <ul style="list-style-type: none"> <li>○ The teacher remains responsible for all decisions relating to teaching and support with guidance from the SENCo where needed.</li> <li>○ Where an intervention involves group or one-to-one teaching away from the main class, the teacher retains responsibility for the learner.</li> <li>○ The class teacher remains responsible for working with the learner on a daily basis giving as much teaching attention to the learner as to any other.</li> <li>○ The teacher works closely with any teaching assistants or specialist staff involved, to keep under review the impact of support and interventions and how they can be linked to classroom teaching, making necessary adjustments along the way.</li> <li>○ The teacher regularly monitors the progress the learner is making in relation to the targeted support they receive.</li> </ul>	<p><b>REVIEW</b></p> <p><b>Progress against desired outcomes are reviewed.</b></p> <ul style="list-style-type: none"> <li>○ Teacher(s), SENCo, any specialists already involved, the learner and their family and key support staff are involved in the review of provision made at SEN support and its impact on the learner’s progress.</li> <li>○ Review meetings with families happen at least 3 times a year. A focus is always given to both attainment and progress from starting points.</li> <li>○ Outcomes of the review are recorded.</li> <li>○ Where there is a shared view that a learner continues to make little or no progress or where they continue to work at substantially low levels, despite high quality teaching and evidence-based targeted SEN Support delivered by appropriately trained staff, specialist agencies may be called upon.</li> </ul>

### Key aspects

Initially, teachers and the SENCo identify a child’s needs and discuss these with parents and the child. Parents and children are involved throughout, and if progress is limited, the support becomes more specialised or intensive, which may lead to an Education, Health and Care (EHC) needs assessment. The approach is flexible and based on individual needs, not just a diagnosis. Keeping parents informed and involved is part of the **SEN Code of Practice**. Communication can be through face to face meetings, emailing of reviews/targets or a phone call. Meetings should be briefly recorded in the child’s meeting log.

### Evaluating progress of Interventions / Learning Plan on Provision Map

- 0** - no progress (target not SMART enough / target not pitched appropriately / child absent for much of the intervention)
- 1** - progress made (progress to desired outcomes are evident / pupil has moved forward)
- 2** - significant progress (desired outcomes are achieved / pupils made excellent progress)

All interventions and learning plans are reviewed in the Assessment window each half term.

**APDR Referrals** are part of The Graduated Approach. A teacher will start an APDR referral when they need to investigate the needs of a child. This is a tracking tool to assess the barriers to learning and plan provision to overcome the barriers. This information is essential if a referral to external services is needed, e.g. Rivers Behaviour Outreach Support, SALT support or to make an EHCP application. Over months and years, the process may be repeated. In each cycle, a child’s support and progress will be revisited and revised as needed. Over time, a child’s needs and appropriate provision should become clearer. Everyone can then build on the approaches that work. This may lead to a child having a **Pupil Passport** / Individual Support Plan (ISP) - this support is for the individual child- this could be either a Learning Plan or a Pupil passport.

**Education Health and Care Plan (EHCP):** Once an EHCP is obtained, the APDR ends and a pupil passport is started. Next steps, further assessments and impact can be recorded in the assessments box on the learning plan. The cycle of the learning plan will support EHCP reviews and provide evidence to specialist support and provision panels. When an EHCP has been issued, the Graduated Approach’s Assess, Plan, Do, Review cycle could continue to be a process of refining our understanding of the learner’s needs and reviewing the impact of provision.

**APDR Referral Form**

<b>Wormley CofE Primary School APDR Referral Form</b>			
<b>Child’s name:</b>		<b>Attendance percentage:</b>	
<b>Year group:</b>		<b>Class:</b>	
<b>SEN Support:</b>	Yes/No	<b>EHCP pathway:</b>	Yes/No
<b>PPG:</b>	Yes/No	<b>CLA:</b>	Yes/No
<b>EAL:</b>	Yes/No	<b>Other disadvantage factors:</b>	Yes/No
<b>Key Triggers for the graduated approach (highlight):</b>			
<b>Lack of Progress:</b>	The child is not making expected progress despite high-quality, targeted teaching.		
<b>Identified SEN:</b>	Specific special educational needs are identified.		
<b>Targeted Support Needed:</b>	When a child requires intervention that is <i>additional to or different from standard, differentiated or ordinarily available provision.</i>		
<b>Developmental Concerns:</b>	Concerns raised by teachers, parents, or outside agencies regarding learning, behavior, social or communication skills.		
<b>Area of concern (highlight)</b>			

Wormley CofE Primary School APDR Referral Form			
Cognition & Learning	SEMH	Communication and Interaction	Physical & Sensory
<b>Strengths of the child (specific points)</b>			
<b>Needs of the child (specific points)</b>			
<b>Additional information, including context / background information / family history / other profession involvement / previous concerns</b>			
<b>What has been tried / learnt already?</b>			

**PLEASE MAKE A COPY OF THIS DOCUMENT, SAVE AND SHARE WITH THE SENCo**

Wormley CofE Primary School APDR Cycle			
<b>APDR cycle number:</b>		<b>Date:</b>	
<b>ASSESS - indicate observations / assessments below (GD/EXS/WTS/BES)</b>			
<b>PLAN - indicate desired outcomes and what provision is required below</b>			
<b>DO - add provision(s) to the Provision Map</b>			
<i>Notes during intervention / provision / support</i>			
<b>REVIEW - indicate whether the desired outcomes have been met / partially met / not met and whether another cycle should be repeated below</b>			

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