

The SEND Journey: A Graduated Approach

Supporting children with SEND in the Early Years



Stage 1: Initial or emerging concerns Initiate APDR Cycle (Assess, Plan, Do, Review)

Assess

- Discussion with key staff in the educational setting to build a profile of need and strengths - what is the child interested in?
- Capture views through Parent Consent Form and Parent/Carers views document.
- Gather and analyse information and assessments, based on observations, current attainment, formal and informal assessments. Consider how you will do this. (Progress check at age 2, WellComm Tool)
- Are there any external agencies involved with the family?

Plan

- SENDCo, Keyperson and parents work together to create an Individual Support Plan/Targeted plan.
- Consider Inclusion Fund application request.
- Access [e-Learning WMB Learning Management System \(suffolkcpd.co.uk\)](http://suffolkcpd.co.uk) and [Inclusion – SEND in Suffolk – Suffolk Learning](#) for online resources and training.
- Use the SEN 'Four broad areas of need' descriptors to help inform planning.
- Consider timelines for referral requests for example the EHCPNA timeline [Education, Health and Care \(EHC\) Needs Assessments and Plans – Suffolk Learning](#)

Do

- Put in place the agreed adjustments, support, and interventions, with the SENDCo supporting staff with implementation.
- Discuss with parents aiming for a consistent approach in the home environment.
- Consider provision mapping in your setting.
- Agree date of review.

Review

- Review together with everyone what is working well, by the agreed date on the plan.
- Review effectiveness of interventions and provision in place.
- Signpost parent/carer to access information, support, and advice – for example [Home - Suffolk SEND Local Offer \(suffolklocaloffer.org.uk\)](http://suffolklocaloffer.org.uk)



Stage 2: making less than expected progress APDR cycle of action then starts again with the updated information

- Contact Early Years and Childcare Service to seek SENDCO support, advice, and guidance.
- Consider the Early Years Solution Circle Approach, AANT or VSEND.
- Refer to external services – be aware of differing referral processes.
- See resources and training available at [Inclusion – SEND in Suffolk – Suffolk Learning](#)
- Review impact of funding and consider an application for [High Needs Funding](#)

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Stage 3: CYP requires a higher level of support and intervention
ADPR cycle then starts again with the updated information and monitored more frequently.

- Review the impact of provision and SEND funding in place, amend and adjust where needed.
- Share information and seek the views of everyone involved with the child.
- Consider a request for an Education Health Care Needs Assessment which can identify the SEND and the additional educational provision which may be required to meet individual needs.
- Implement recommendations from the child's EHCP.
- Carry out an EHCP Annual Review

The ADPR cycle then starts again with the updated information.