

## **SEND Provision Policy - The Graduated Approach**

### **Approval and Effective Date:**

This policy was approved by the Headteacher Andrew Dean on 02/09/2025 and is effective immediately.

**Review Date:** 01/09/2026

### **APDR – Assess, Plan, Do, Review**

This policy sets out a clear whole-provision graduated approach to SEND in line with the SEND Code of Practice (SCOP). It explains how evidence will be gathered and recorded to inform support and, where appropriate, EHCP applications. It provides timely, proportionate guidance that is regularly reviewed, promoting inclusive education, positive relationships, and meeting SEMH needs through SMART targets and reasonable adjustments.

### **Processes and recording (APDR form and Parent/Carer Support Statement)**

Balance uses the APDR form as the central record of the graduated approach. It includes: Assess summary; SMART targets; planned strategies; pupil and parental voice; review outcomes; new targets; and sign-off. The Parent/Carer Support Statement is used to capture parental views in support of EHCP applications, enabling parents and guardians to supply additional information where an EHCP is requested. All records are stored securely on the staff central record in line with UK GDPR and safeguarding measures. Where the APDR review indicates that SEN Support is not sufficient, the SENCO compiles evidence (APDR cycles, support statement, work samples, logs, external advice) and coordinates an EHCP needs assessment request to the relevant authority (for example, via SENSAP).

### **The Graduated Approach (APDR) and evidence**

We implement a continuous APDR cycle for each pupil requiring SEN or SEMH support as part of everyday provision. In cases where an EHCP is sought, records are maintained and monitored using the procedure below:

#### **Assess**

Gather information from referral forms, host school, staff observations, attendance and behaviour logs (for example, Bromcom), pupil voice, parent/carers meetings, external advice, and safeguarding context. Identify strengths, needs, triggers, and barriers (for example, subject-specific demands, environmental factors, regulation needs).

#### **Plan**

Agree SMART targets and reasonable adjustments. Identify who will deliver each action (for example, class staff, HTLA, Pastoral Lead, SENCO) and how progress will be measured. Record on the APDR form and share with the pupil, parent/carers, and host school where necessary.

**Do**

Deliver planned support in classrooms and interventions (for example, regulation routines, scaffolded assessment tasks, daily check-ins, subject monitoring, emotional wellbeing programme, equipment and resources). Share findings and strategies in CPD and staff meetings, keeping implementation notes and evidence (work samples, logs).

**Review**

Evaluate impact against targets (met, partially met, not met) using data and pupil/parent voice. Meet with outside agencies, host schools, and staff as required. Update targets and the plan for the next cycle. Where SEN Support is insufficient to meet need, the SENCO coordinates with host schools and collates evidence for an EHCP needs assessment application, including the APDR record and Parent/Carer Support Statement.

**Responding to need and safeguarding**

Changes in behaviour, attendance, presentation, or mood may indicate emerging need or a safeguarding concern. Staff will follow the safeguarding policy and notify the DSL immediately where concerns arise. Mental health disclosures (for example, self-harm) are recorded factually and escalated in line with procedure. These may be referenced on the APDR form as part of need identification, alongside safeguarding records.

Reasonable adjustments are reviewed where safeguarding or medical information indicates further support is required. Where alleged criminal behaviour or online harm is suspected, including county lines or any other immediate concerns, we will act in line with statutory guidance and the safeguarding policy, and liaise with the host school and relevant external agencies.

**Training and monitoring**

Under SENCO guidance, staff receive regular training on the graduated approach, regulation strategies (for example, Mind-5), reasonable adjustments, and the impact of SEMH/SEND on learning and behaviour. The SENCO quality-assures APDR cycles each term and reviews outcomes by group to ensure equity. Senior leaders monitor fidelity to this policy and report to governors and host schools as required. This policy is reviewed annually, or earlier if statutory guidance changes.

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