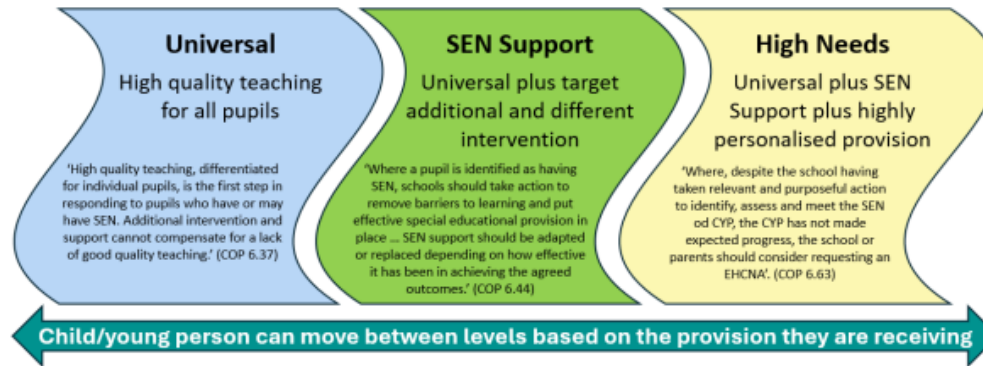


Peterborough City Council: Ordinarily Available Inclusive Provision

Version 2 – March 2025

For most children or young people where there is a concern, the school should work through a graduated response ‘to ensure the relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person has been taken’ (CoP 9.14) and as per the Code of Practice 6.44. ‘In a very small minority of cases of children or young people may demonstrate such significant difficulties that a school or other provider may consider it impossible or inappropriate to carry out its full chosen assessment procedure.’ (CoP 9.3)



What is the Assess, Plan, Do, Review (APDR) cycle?

The graduated response is ‘a four-part cycle through which earlier decisions and actions are revisited, refined, and revised with a growing understanding of the pupil’s needs and of what supports the pupil in making good progress and securing good outcomes’ Code of Practice 6.44.

A regular cycle of APDR is used to ensure that the child/ young person with SEND is making progress. This should be monitored at every stage of the graduated response process. A wide range of assessment strategies and tools can be used to ensure a thorough understanding of a child/ young person’s strengths and areas for development. The child/ young person will have regular opportunities to evaluate their own performance, and self-assessment is routinely used to set individual targets. The impact of interventions is critically evaluated. Alternative approaches are explored to establish whether they may result in better outcomes for the child/ young person.

