

# Enhanced Assess, Plan, Do, Review (EAPDR) Process Consultation Document

Consultation Period 17<sup>th</sup> May – 5<sup>th</sup> July 2023



## **Enhanced APDR Consultation: 17<sup>th</sup> May – 5<sup>th</sup> July 2023**

### **Introduction**

Staffordshire County Council is inviting educational settings, Health and Social Care professionals, parent/carers, and children & young people to share their views on the proposed Enhanced Assess, Plan, Do, Review (EAPDR) cycle.

The consultation will be over a 7-week period, opening on the **17 May 2023 and closing on the 5 July 2023.**

We will consult through an electronic survey and consultation meetings with parents, carers, and professionals. The consultation meetings with parents and carers will take place on **Tuesday 13<sup>th</sup> June** and there will be two sessions, 12.00pm and 6.00pm. These sessions will be face to face.

The consultation meeting with professionals will take place virtually on **Wednesday 14<sup>th</sup> June** at 4:00pm.

All consultation responses will be reviewed and analysed, and we will feedback the outcome from the consultation, which will inform the next steps, during the week commencing 17 July 2023. The outcomes will be shared on the Local Offer, Staffordshire.gov.uk website and direct emails to schools, via the School Bag, and those that sign up to the SEND Newsletter. If you would like us to keep you up to date with progress by email, [please sign up to stay up to date](#) with the latest news.

### **Overview**

Staffordshire is a great place to live and learn. Offering every Staffordshire child and young person the best start in life, and the chance to achieve their potential by providing education to meet their needs is a real priority.

Our Vision is “all children and young people with SEND are given the opportunity to achieve everything that they can. They engage with the right support at the right time from their parents/carers, the community and the professionals that work with them to make this happen.”

In 2018/19, only 16,300 pupils required SEN Support or an EHCP. As of 2023, 16% of children (21,000) in Staffordshire schools currently require SEN Support or have an Education, Health and Care Plan (EHCP). The overall SEN population has therefore increased by almost 30% over the past five years. In total, Staffordshire currently maintains 6,977 EHCPs for children and young people aged between 0-25, and almost half (3,200) currently attend a special school.

When it comes to supporting children and young people with SEND to learn and achieve, there are many examples of excellent practice across the county, and we have and continue to learn from and build on these.

Not all children / young people who have a special educational need or disability need to attend a special school. The level and type of support a child / young person needs to reach their full potential can vary hugely and many children / young people can be well-supported in their local mainstream schools.

In reality, we currently see fewer children / young people with an EHC Plan attend mainstream schools in Staffordshire than elsewhere in the country, (currently 30% in Staffordshire and 40.5% nationally). Children with SEND also do not achieve as well as other children in Staffordshire and parents/carers and schools tell us they are frustrated with the lack of consistency of support across the county.

This has made us question what we can do with the resources we've got to improve the way children / young people with SEND are supported to learn and achieve in their local schools and to have friends and live and grow in their home communities.

Achieving this aspiration is highly complex; children and young people have a wide range of different needs, the county is big and different areas face different challenges, the way schools and education works is changing and there is continuing financial pressures for all public sector partners.

Staffordshire County Council is committed to working in partnership with parents/carers and educational settings in order for children and young people with SEND to be educated within their local area.

In addition, Staffordshire County Council recognises the importance of this partnership working as part of the Graduated Response to support the needs of children and young people who have already received significant SEN support in school, in order for them to fulfil their educational aspirations and outcomes.

### **Current SEN support in Staffordshire mainstream educational settings**

Staffordshire already has a clear framework for meeting SEND needs at SEND support (before an Educational Health and Care Plan). This is called the Graduated Response [Graduated response toolkit - Staffordshire County Council](#) and forms a key part of the SEND Code of Practice (2015). Schools and educational settings will understand this approach as the 'Assess, Plan, Do, Review' (APDR) cycle.

Nationally, it is recognised that for most children with SEND, their needs can be met in school within the schools' existing resources using cycles of APDR. This approach enables schools to assess what additional support the child or young person needs and refine this support through regular reviews. However, despite this additional support, a smaller number of children and young people may require further support that is not normally available in a school or educational setting. It is here that the school may consider requesting an Educational Health and Care Needs Assessment (EHCNA).

### **The Enhanced Assess Plan Do Review Pathway (EAPDR)**

The current national educational, economic and social context is challenging. This situation has been amplified by the impact of COVID. Staffordshire County Council recognises that schools and educational settings require additional and enhanced support to meet these challenges. The EAPDR has been co-produced with schools, education settings, Parent Carer Forum, Health, Social Care and Educational professionals in order to support schools and educational settings meet this challenge.

***The EAPDR Pathway will enhance the educational setting's capacity to meet a child or young person's SEND needs by accessing the right support, in the right place, at the right time.***

The EAPDR Pathway sets out a clear methodology to ensure schools and educational settings are supported to access further additional advice, support and resources in order to meet the needs of children and young people in their setting. The enhancement is a focused APDR process that places outcomes at the centre of the work undertaken to support the child or young person and makes resources available to schools and settings so that they can meet needs quickly and effectively. The primary purposes of the pathway are as follows:

- Support settings to meet the needs of children and young people in their local mainstream school.
- Ensure children and young people have their needs met earlier.
- Improve co-production in how we work with children, young people and families.
- Improve multi-disciplinary working and partnerships.
- Improve the 'tell it once' approach by reducing duplication of information.
- Improve the quality and timeliness of EHCNAs.
- Improve the quality of EHCPs (if they are required).
- To record pre statutory interventions in a centralised document, capturing assessment and learning about the child over time, accessible by all professionals involved, along with parents / carers.

- Place holistic outcomes at the very start of the graduated approach to meeting children and young people's need.
- Ensure equity of practice across the county and place the child, young person, and family at the centre of discussions, planning and decision making within the context of their learning environment.

### **Accessing the Enhanced APDR Pathway**

The EAPDR pathway will build on the current model of Graduated Approach. The EAPDR Pathway is a need driven model so children and young people will not require a formal diagnosis or Educational Health and Care Plan (EHCP) to access this enhanced support.

A fundamental principle of the EAPDR Pathway is that the current provision in the child or young person's mainstream school will be enhanced to improve the quality of the support available. This will increase the schools or educational settings' capacity to ensure that where possible, children and young people are educated within their local community.

In order to access the EAPDR Pathway, schools and educational settings will be asked to evidence their existing efforts of APDR and their graduated approach. This should include evidence of implementing quality APDR cycles that has advice from the SEND & Inclusion HUB and other relevant specialist support services.

### **What support is available during this Enhanced APDR cycle?**

The EAPDR Pathway is designed to be a multidisciplinary process between the school / educational setting, parents, and professionals. This may include some of the following elements:

- Additional advice and support from Educational Psychologists and the SEND Specialist Teachers
- Additional provision from the Enhanced Autism Project, mainstream / special school outreach support or various Enhanced Provision depending on the area of need.
- Additional support from the proposed Staffordshire Enhanced District Inclusion Support provisions (SEDIS)

The EAPDR Pathway will also make available funding to schools and educational settings in order to deliver the enhanced provision. This will work similarly to the current Individual Needs Funding arrangements through locality hubs and will require settings to submit a plan and costed provision map to the Locality Management Group.

## **Who is the Enhanced APDR cycle for?**

This EAPDR Pathway is available to all Staffordshire schools / educational settings who may require additional support and resources in order to support children and young people with special educational needs.

## **The EAPDR Process**

The decision to request to access the EAPDR pathway is made by the school or educational setting in consultation with parent, carers and other professionals who may be involved at the review stage of their current APDR cycle. If EAPDR is considered appropriate, the school or setting may make a request to the District SEND & Inclusion Hub. The Hub will consider the request and refer to the Locality Management Group who will determine whether the request will be agreed. This level of scrutiny will ensure equity of decision making and ensure that all schools and settings have implemented the requirements of the graduated approach before seeking the EAPDR Pathway. Schools and parents/carers will receive specific feedback and signposting should a request for EAPDR be declined.

The diagram below is a summary of the EAPDR process, it is also available as an attachment here, and in the appendices section of this document:



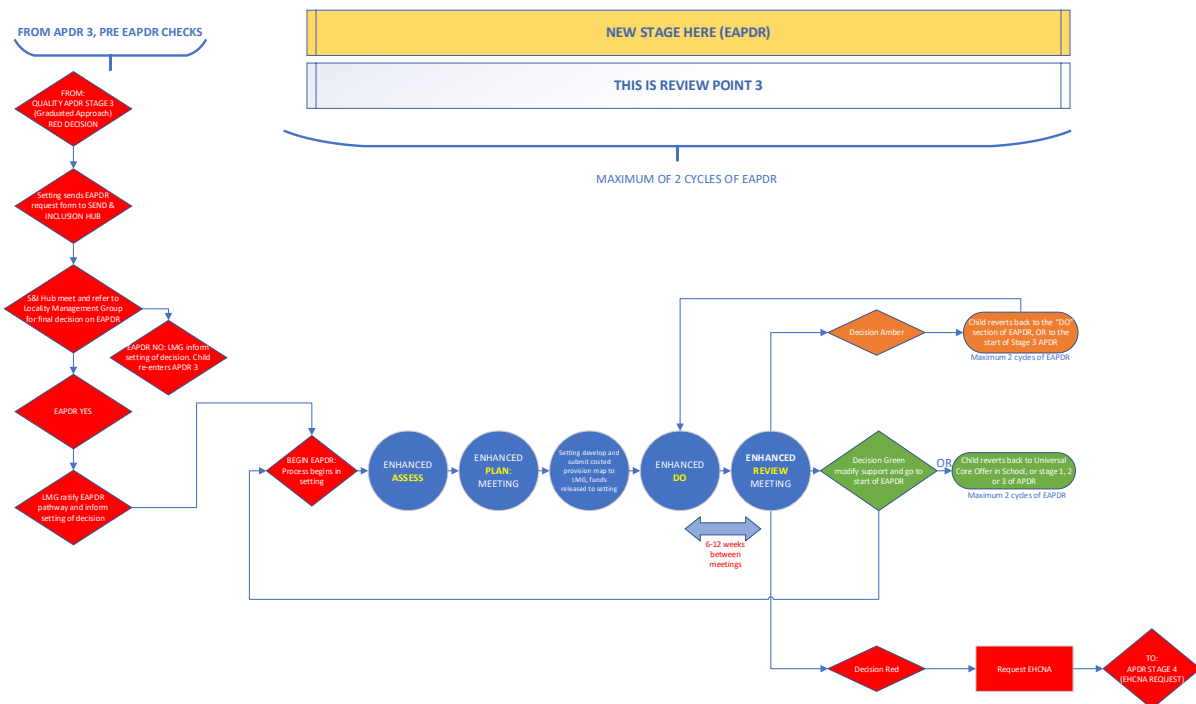
**PDF Enhanced  
APDR Stage Diagram**

How the EAPDR process fits into the current APDR cycles and SEN support in school can be found here, and in the appendices section of this document:



**PDF Enhanced  
APDR PATHWAY V0.1**





## Four Steps to the EAPDR Pathway

### Step 1: Enhanced Assess

The first step of the Enhanced Pathway will be to gather all the assessment information and request further information from outside agencies if required, in order to confirm the main areas of need and the extent of the need. Once this information is collated a meeting needs to be arranged. It is important that any advice and strategies from support services is useful and can be implemented within a school or educational setting.

### Step 2: Enhanced Plan

During this stage, a multi-disciplinary meeting will take place with parents/carers to agree the areas and extent of need, co-construct long term and short-term outcomes and agree on the interventions and enhanced provision that is recommended for the duration of the cycle. This enhanced provision will then need to be requested through the SEND & Inclusion Hub model.

### Step 3: Enhanced Do

This is the stage when the enhanced provision is accessed / implemented, and the school/educational setting are acting on the advice and strategies that have been recommended. Additional funding is available during this period to support this implementation. This stage usually lasts a term but can be less or more depending on individual circumstances.

## **Step 4: Enhanced Review**

After the agreed period of intervention, a second multi-disciplinary meeting is convened to review the impact of the enhanced support with reference to the short-term outcomes alongside progress towards the long-term outcomes. There are three different decisions that could be made in this meeting – to reduce the support, to continue the level of support or to request an EHCNA.

The EAPDR cycle can run for a maximum of two cycles of support before deciding that the enhanced support is no longer required or that an EHCNA should be requested. If it is determined that requesting an EHCNA is appropriate, the assessment and review evidence collected over the course of the EAPDR will be submitted to the Local Authority, as the primary source of evidence.

## **Exceptions**

All children and young people attending Staffordshire schools and educational settings will be able to access the EAPDR Pathway should that be required. However, in very exceptional circumstances, it may be more appropriate to make an immediate request for an EHCNA. Examples of where this might be appropriate would be for children/young people with a sudden brain injury or profound and/or multiple educational needs.

Staffordshire County Council recognises that notwithstanding the importance of a high-quality graduated approach to meeting SEND needs, parents and carers have the legal right to request an EHCNA where they believe this is required.

## **Proposed timeline for implementation**

A draft EAPDR Pathway model will be introduced and piloted between September 2023 and December 2023. There will be countywide training packages for school SENCOs, headteachers, parents / carers, governors, and SCC staff commencing in September 2023. The plan is to learn from this pilot with a view to a countywide launch in January 2024.

## **Frequently Asked Questions**

### **What will be the benefit for children/young people?**

- Children and young people will have additional needs identified earlier and the right support in place. In most cases, this will mean that they can have their needs met in their local mainstream school so they can learn alongside their friends.



### **What is the benefit for educational settings?**

- The EAPDR Pathway will provide a clear procedure for schools / educational settings to access enhanced advice, support and if required, funding. This will enable the setting to access and provide the relevant support / provision that the child or young person requires.

### **What is the benefit for parents/carers?**

- The EAPDR Pathway will ensure that parents and carers have a clear understanding about what support their child's school should be making to meet additional needs, and what options are available should this provision need to change. The EAPDR Pathway places the child and family at the centre of the process ensuring that their voice is heard in decision making.

### **What is the benefit for specialist support services?**

- The EAPDR Pathway will provide a clear and consistent process for specialist support services (e.g. Educational Psychologists, Specialist Teachers, Social Workers, Early Help Practitioners, Speech and Language Therapists) to be involved in providing assessment and support over time. This will ensure that their assessments and advice are more reliable and valid.

### **What is the benefit for Staffordshire County Council?**

- The EAPDR Pathway will enable SCC to support more schools and, therefore more children and young people in their local mainstream schools. The pathway will promote inclusion in Staffordshire schools by supporting settings to increase their capacity to meet an ever increasing and diverse range of SEND needs.
- The EAPDR Pathway will also ensure that we have equitable access to support and resources across the county.

### **How will the EAPDR support be monitored?**

- Planning and reviewing the EAPDR support is built into the new Pathway with outcomes and provision for the children / young people being co-constructed by the multi-disciplinary team. The provision during the 'Do' phase will initially be monitored by the educational setting and reviewed by the multidisciplinary team in the 'Review' phase.

### **How will this framework be evaluated?**

- The EAPDR Pathway will be piloted and evaluated with a small number of schools across the 8 districts in the Autumn Term 2023. There will be a longer-term evaluation planned exploring outcome data from schools accessing EAPDR and including the views of parents/carers and professionals to evaluate whether the original purposes of the pathway are met.

### **Is the EAPDR Pathway an assessment?**

- The EAPDR is by its very nature a plan, do and review process. This involves assessment and planning are incorporated in this pathway and the 'Plan' stage will agree a support plan based on the assessment information gathered within the 'Assess' stage.

### **Does the child/young person need a diagnosis to access the EAPDR Pathway?**

- This is a needs led pathway so children and young people do not need a diagnosis to access the support and provision available within the EAPDR Pathway. The primary key evidence required to access the EAPDR Pathway is evidence of additional needs and, evidence that the school already implemented good quality APDR support and have followed the Staffordshire Graduated Approach.

### **What happens if the school application for the EAPDR is not agreed?**

- For most children or young people, their school can meet their needs without accessing the EAPDR Pathway. There will be a clear reason and sign posting given by the LMG if it is felt that the EAPDR pathway is not appropriate. Schools and educational settings can, having considered and responded to this advice, make a future request at any time.

### **What if a child/young person requires an EHCNA?**

- If the child/young person requires an EHCNA this will be discussed at the 'Review' stage. If all parties involved in the EAPDR process (including the parents/cares) agree that this is the best course of action, a request will be submitted to the Central Panel at SCC. This will be an electronic process and all the work from the EAPDR will form the basis of the request.

### **What if a child/young person requires an EHCP?**

- If the EHCNA results in a EHC Plan, the information from the EAPDR process will form the contents of the Plan. As the EAPDR assessment and review has been over a period of time with the right professional

involved and the child and family voice represented from the start, it will result in more accurate information being used to write the EHC Plan.

### **Glossary of Terms**

APDR:	Assess, Plan, Do, Review
EAPDR:	Enhanced Assess, Plan, Do, Review
SENCO:	SEND Coordinator
SEND:	Special Educational Needs / Disabilities
SCC:	Staffordshire County Council
EHCNA:	Education, Health, Care Needs Assessment
EHCP:	Education, Health, Care Plan

**Please go back to the Home page**  
**<https://letstalk.staffordshire.gov.uk/eapdr-sedis> and click on**  
**the Survey button to provide your views and comments.**

### **Appendices:**

Detail of the APDR/Enhanced APDR model process:

