

Example APDR Template Showing Involvement of Professionals For a Hypothetical Child with Autism (Not a real example)

Supporting professional	Date of assessment or discussion	Suggested and / or agreed intervention	How has this been delivered (including specification)?	How has this been reviewed?	What has the impact been and what will happen next?
NAME – ASDOS [Autism Spectrum Disorder Outreach Service] (Outreach Worker)	05/05/2022 – observation and discussion with X's Class Teacher and Teaching Assistant (TA)	X would benefit from doing some work with her trusted adult around building her self-esteem, this could be helping her identify things she likes about herself, things she is good at and what others likes about her.	An 'All About Me' book has been developed. This is continuously updated with comments voiced by others about X (X's TA or Class Teacher writes them in). Once per week X meets with her TA to look at this book and X's thoughts are recorded.	Comments shared by X's mother and members of staff who know X during termly PLP review meetings.	X's TA thinks that X values this and it seems to be improving her self-esteem. X's mother is not so sure and says that X continues to report negative comments about herself. We will continue to use this book and share this book with X's mother once per fortnight so that comments from home can also be written in.
NAME - SLT	02/04/2022 – observation, one-to-one assessment and discussion with class teacher 10/04/2022 – discussion with X's mother	Adults in school should use simple and familiar language to get their message/s across, break down lengthy instructions into manageable chunks, reinforce information and instructions with visual support (e.g., with the use of gesture, symbols, pictures, diagrams and written words).	All of the opposite has been included in X's 'All about me' one-page profile which has been shared with all members of staff who teach and / or offer support. The lead Teaching Assistant (TA) and / or SENCo ensure that this informs X's support via staff observations, learning walks etc.	On-going via the opposite and comments shared by adults who know X during X's Annual Review.	Adults who know X consider provision of such approaches to be essential and to help regarding X's support. This support will continue, and the one-page profile will be shared with staff who will be supporting X next year.

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NAME - EP	10/11/20221 – observation, one-to-one work and then discussion with SENCo.	Interventions such as Precision teaching are likely to be effective regarding maths skills, reading and handwriting (staff at X Primary School have recently had training in Precision Teaching.)	X followed a Precision teaching programme delivered by his TA daily during the first half of the spring 2022 term.	On-going monitoring in line with the PT format. TA has shared weekly updates with SENCo.	X is now able to recognise 17 of 50 high frequency words (at the start of the intervention this was 11). The intervention will continue.
NAME – Specialist Literacy Outreach Service Support Worker	11/05/2022 – observation and then one-one work.	As X builds up his bank of known words, help him develop a useful way to store these, for example in a box or folder with words stored according to colour (verbs yellow, nouns green etc.) for easy access. X can then be taught to use his word cards to construct his own sentences for 'compositional writing' activities before copying these into his book.	This is on-going. A folder has been developed and different coloured strips of paper are used by X and TA during the periods he is offered support. The 'compositional writing' element of this suggestion has not been possible owing to the level of support that current resourcing enables.	To be undertaken via X's [Specialist Literacy Outreach Service Outreach Worker] review.	X appears to enjoy writing the words on different colour paper. We are not sure if he understands the difference between different word types and we will be talking about this with X [Specialist Literacy Outreach Service Outreach Worker] during the next review meeting.
NAME - CAMHS	Letter summarising input so far (period of approximately 18 months) dated 20 th June 2021 (X currently	Adapting social environment- allowing X to engage within a small group whilst gradually building social & communication	An individualised timetable has been developed for X. This includes X participation in TA facilitated social skills groups which	Monitoring of X's coming into school to participate in these groups.	X has not been coming into school despite SENCo and TA facilitating the group meeting with X at home to discuss what they 'look like' and reassurance that X

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	not coming to school – EBSA)	skills that would foster improved confidence to engage with bigger group in the future.	happen Tuesday, Thursday and Friday 09:15 – 10:00.		would not have to say anything if he did not want to. There will be further discussion during the next TAC meeting.

